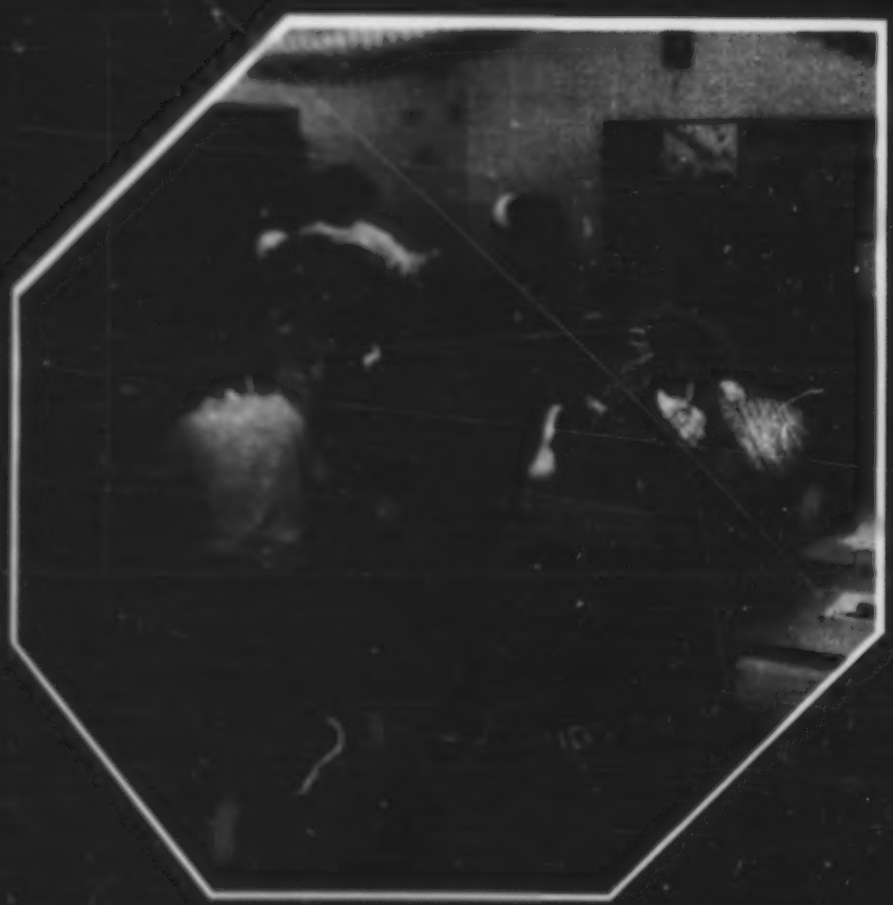
Innovations '89

Hilroy Fellowship Program

Programme de bourses au mérite Hilroy



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INNOVATIONS IN TEACHING

RÉSUMÉS OF THE

HILROY FELLOWSHIP PROGRAM

1989

administered by

CANADIAN TEACHERS' FEDERATION TRUST FUND

110 Argyle Avenue
Ottawa, Ontario
K2P 1B4

INNOVATIONS DANS L'ENSEIGNEMENT

RÉSUMÉS DU

PROGRAMME DE BOURSES AU MÉRITE HILROY

1989

administré par le

FONDS EN FIDUCIE DE LA
FÉDÉRATION CANADIENNE DES ENSEIGNANTES
ET DES ENSEIGNANTS

110, avenue Argyle
Ottawa (Ontario)
K2P 1B4

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Note : Les projets gagnants des bourses nationales sont publiés dans les deux langues officielles. Pour faciliter la compréhension de l'objet des autres projets, l'introduction de chacun d'eux est traduite dans l'autre langue officielle.

FOREWORD

Each year the Canadian Teachers' Federation proposes to publish the résumés of projects of the *Hilroy Fellowship Program.* This booklet contains the résumés for the year 1989.

In the index at the back of the booklet is a listing of projects of the previous five years. Résumés for each of the previous five years are available on request.

You will note that each résumé has a project number, in addition to its title and author. If, after reading the résumés, you would like to see the original material, we will copy it when feasible and have it sent to you for your own use. If the project involves the use of concrete materials such as tapes, slides or nonreproductible material, these will be sent to you on loan for a given period of time.

Requests should be addressed to:

Canadian Teachers' Federation
110 Argyle Avenue, Ottawa, Ontario K2P 1B4

The Canadian Teachers' Federation will make every effort to have all the projects readily available for those who wish to study them further.

Projects are accepted, published and reproduced in the language chosen by the author(s) and are not translated by this office except for the seven projects selected for special national recognition. To provide ready understanding of the subject matter of all other projects, however, the introduction to each project is translated into the other official language.

We hope the publication of these résumés will prove of value to the many educators across Canada who are interested in creative and innovative, teacher-prepared materials in the field of education.

AVANT-PROPOS

La Fédération canadienne des enseignantes et des enseignants se propose de réunir, dans une publication annuelle, les résumés des projets réalisés dans le cadre du *Programme de bourses au mérite Hilroy*. Le présent livret renferme les résumés pour l'année 1989.

Les dernières pages du livret fournissent la liste des projets des cinq dernières années. Les résumés des projets mentionnés peuvent être obtenus sur demande.

Chaque résumé est accompagné d'un numéro, outre le titre et le nom de l'auteur. Après la lecture, si vous voulez obtenir les documents originaux, nous les reproduirons si possible et vous les enverrons. Si le projet comprend l'utilisation de rubans, de diapositives ou d'autre matériel non reproductible, nous nous ferons un plaisir de vous prêter ceux-ci pour une période déterminée.

Prière d'adresser toute demande à la

Fédération canadienne des enseignantes et des enseignants
110, avenue Argyle, Ottawa (Ontario) K2P 1B4

La Fédération canadienne des enseignantes et des enseignants s'efforcera d'avoir tous les projets disponibles à l'intention des personnes désireuses de les étudier davantage.

Chaque projet est reçu, publié et reproduit dans la langue de l'original; notre bureau n'en fait pas la traduction, sauf pour ce qui est des sept projets qui ont mérité des bourses nationales. Cependant, pour faciliter la compréhension de l'objet de tous les autres projets, l'introduction de chacun d'eux est traduite dans l'autre langue officielle.

Nous espérons que cette publication sera utile aux éducateurs et aux éducatrices du Canada qui s'intéressent à ces exemples de matériel didactique créateur et innovateur conçus par des membres de la profession enseignante.

INTRODUCTION

The *Hilroy Fellowship Program* was established in 1969 by the Roy C. Hill Charitable Foundation and is administered by the Canadian Teachers' Federation Trust Fund. The aim of the Program is to encourage and reward active classroom teachers who have developed new ideas for the improvement of teaching practices.

Teachers who are working at any level in an elementary or secondary school and who have devised new methods, new approaches or new teaching devices, are eligible to apply for Fellowships. Small groups of teachers who worked as a team under a coordinator are also eligible. Application forms and related instructions may be obtained from the Secretary-Treasurer, CTF Trust Fund, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4 or from provincial or territorial teachers' organizations. Applications may be in either English or French.

Recommendations for the award of Fellowships of $2,500 each at the provincial level are made by the provincial teacher organizations. Recommendations for the award of a Fellowship of $2,500 to teachers in the Territories, for six national awards for *great merit* ($5,000 each) and for one award of *outstanding merit* ($10,000) are made by a National Advisory Council. The final selections in all cases are subject to ratification by the Roy C. Hill Charitable Foundation.

All applications must include a brief summary of the *Hilroy Fellowship Program* application at the time of submission. This summary shall be completed on the prescribed form provided with the Application Form and should include a brief description of the major points discussed under the headings indicated. The summary must be written in such a manner as to be clear and concise enough to stand on its own merit. As the summaries of award-winning applications will be published for the purpose of subsequent dissemination of information regarding the Hilroy Fellowship projects, the summary must be prepared so that it will be suitable for such publication. Full payment of awards will be made on completion of satisfactory summaries. The above-mentioned summary is intended to be in addition to and not a replacement for a fully detailed description of the application being submitted.

In all matters relating to the *Hilroy Fellowship Program* and the awards, the decision of the Roy C. Hill Charitable Foundation is final.

While the stated purpose of the *Hilroy Fellowship Program* is to encourage and reward the innovative classroom teacher, it may be

considered to have a more far-reaching objective - the fostering of improved teaching practices for the general improvement of education. In keeping with this objective, this publication is a compilation of the résumés of innovative projects by classroom teachers, projects for which the innovators have been judged worthy of recognition by the award of a Hilroy Fellowship. It is hoped that this publication and the résumés it contains will encourage other teachers to experiment and to innovate.

SEE LAST PAGE OF THIS BOOKLET FOR ORDER FORM FOR HILROY APPLICATION FORMS AND PREVIOUS YEARS' COPIES OF INNOVATIONS WHICH ARE STILL IN PRINT.

INTRODUCTION

Établi en 1969 par la Fondation de bienfaisance Roy C. Hill, le *Programme de bourses au mérite Hilroy* est administré par le Fonds en fiducie de la Fédération canadienne des enseignantes et des enseignants. Il vise à encourager et à récompenser le personnel enseignant qui a conçu de nouveaux moyens de perfectionner les méthodes pédagogiques.

Les membres de la profession enseignante du palier élémentaire ou secondaire qui ont établi de nouvelles méthodes, ou de nouveaux moyens didactiques, peuvent présenter une demande. Les petites équipes enseignantes, travaillant sous la direction d'un coordinateur, sont également admissibles. On peut obtenir des formules de demande ou des indications pertinentes en s'adressant au secrétaire-trésorier, Fonds en fiducie de la FCE, 110, avenue Argyle, Ottawa (Ontario) K2P 1B4, ou aux organisations provinciales ou territoriales de la profession enseignante. Les demandes peuvent être présentées en français ou en anglais.

À l'échelle provinciale, les organisations de la profession enseignante recommandent des candidatures pour les bourses valant 2 500 $. Le Conseil consultatif national recommande des candidatures pour : une bourse de 2 500 $ destinée au personnel enseignant des territoires, six bourses nationales pour *mérite notable* de 5 000 $ chacune, et une bourse pour *mérite exceptionnel* de 10 000 $. Dans tous les cas, la sélection finale doit recevoir l'approbation de la Fondation de bienfaisance Roy C. Hill.

Un sommaire du projet faisant l'objet d'une demande de bourse Hilroy doit accompagner la formule. Il doit être rédigé sur la formule officielle et devrait comporter une brève description des principaux points sous les rubriques indiquées. Il doit être clair et concis afin de rendre justice au projet sans nécessiter d'autres détails. Comme les sommaires serviront ensuite à diffuser des renseignements sur les projets primés, ils doivent être prêts à publier. Le versement intégral des bourses ne sera effectué qu'à condition qu'un sommaire satisfaisant soit fourni. Le sommaire susmentionné est censé accompagner et non pas remplacer la description détaillée du projet soumis.

Pour tout ce qui concerne le *Programme de bourses au mérite Hilroy* et l'attribution des bourses, la décision de la Fondation de bienfaisance Roy C. Hill est sans appel.

Même si le Programme est destiné à encourager et à récompenser le personnel enseignant innovateur, son but est de portée beaucoup plus grande : il vise à promouvoir l'amélioration des méthodes pédagogiques en vue de l'avancement général de l'éducation, en raison de quoi la présente publication est mise à votre disposition. Elle constitue un recueil des résumés de projets innovateurs réalisés par des membres du personnel enseignant qui ont ainsi mérité une distinction, soit l'obtention d'une bourse Hilroy. Ce recueil est publié dans l'espoir de motiver d'autres membres de la profession enseignante à innover et à tenter des expériences.

À LA DERNIÈRE PAGE DE CE LIVRET, VOUS TROUVEREZ UNE FICHE DE COMMANDE POUR LES FORMULES DE DEMANDE HILROY ET LES EXEMPLAIRES D'INNOVATIONS ENCORE DISPONIBLES.

HILROY RESOURCE BANK /

BANQUE DES PROJETS GAGNANTS

One of the purposes of the *Hilroy Fellowship Program* is to foster improved teaching practices. In keeping with this objective, a Resource Bank was created to provide financial assistance for P.D. workshops on national award-winning projects.

The purpose of the funding from the Hilroy Resource Bank is to pay travel and accommodation costs for approved resource persons who respond to invitations to participate in P.D. workshops. Approved Resource Persons are Hilroy Fellows who have received national awards. Arrangements to obtain funding from the Hilroy Resource Bank must be made and approved prior to the workshop being offered.

The following list comprises the names of the Hilroy National Award-winners along with the title in the language of the project:

Un des buts du *Programme de bourses au mérite Hilroy* est de favoriser l'amélioration des usages pédagogiques. À cette fin, la Banque des projets gagnants a été mise sur pied pour aider à financer des ateliers de perfectionnement professionnel relatifs aux projets ayant mérité une bourse nationale.

Les fonds servent à payer les frais de voyage et de logement des personnes-ressources autorisées, c'est-à-dire des gagnantes et gagnants des bourses nationales Hilroy qui sont invités à participer à des ateliers. Toute demande d'appui de la Banque des projets gagnants Hilroy doit être soumise et approuvée avant la tenue de l'atelier.

Figurent ci-dessous les noms des gagnantes et gagnants des bourses nationales Hilroy, de même que le titre de leur projet dans la langue de l'original.

NAME/NOM	TITLE/TITRE
1989	
Rachelle Chrétien	Journée de sensibilisation au développement international et à la coopération internationale

NAME/NOM	TITLE/TITRE
Eileen Albert	Ateliers de sensibilisation aux effets des drogues
Gary T.Gravelle	Graville: The Small Town Project
Ronald Lancaster	Mathematics and the World Around Us
Darren Lund	S.T.O.P. -- Students and Teachers Opposing Prejudice
Debby Noble	Native Art Slide Library Project
Kevin Stonefield	SPEED -- Special Physical Education and Exercise Development
	1988
Richard Edwardson	"DIG" -- A Simulated Archaeological Excavation for Social Studies
Linda Bradley	Video Movie -- The Great Canadian Quest
Mary Burns Smart	Handmade Books -- Students Helping Students
Robert Cottrell, Christiane Spragg	Projet culturel : Francofête
Linda Dodge, Janet McKinney	Living Loyalist History Unit and Living Loyalist Museum
Michel Hall	La micro-informatique au service de l'enfant en difficulté d'adaptation et d'apprentissage
Albert Kelsch	Vocational Music -- Audio Recording Performance Production Program (A.R.P.P.P.)
	1987
Norman Oman	Creative Drama with Mentally Handicapped Students

NAME/NOM	TITLE/TITRE
Judy Ballah	Design for Success (A Democratic Model Used to Write and Produce a Play)
Jacques Brodeur, Ginette Dion	La paix ça se construit
James A. Scoten	Development Education in Industrial Education: A "Hands-On" Approach to World Awareness

1986

Claude Thibault	Prévention du suicide en milieu scolaire
William Raymond, David C. Rideout	A Unit of Work which Allows Junior High Students to Investigate and Record their Heritage and Gain Basic Research Skills
Charles A. Hou	Mock Trials Relating to the Riel Rebellion of 1885
W.S. Gardiner	ROBOTICS Application for Computers: The Friendly Robot Project

1985

Brian Crawford	Ilihakvik Enrichment Program 1981-84
James Gilbert	Reaching Out to the Community in a Dramatic Fashion
Bernard Beaudin	Apprendre en enseignant
Paul Goodman, Ray Baille	Quebec and Canada: An Alternative History Course for Non-academic Students

1984

Martha Strike	From Examiner to Trusted Adult: Sharing Writing in a Climate of Trust
David W. Watts	"ASTREK" (ASTRonomy Explorations in Kindergarten)

NAME/NOM	TITLE/TITRE
Tony Hampshire, Bill Cunningham, Jim Christie	"Blast Off"
Jérémie Desgagné, Henriette Gauthier, Soeur Anna Genest, Fernande Tremblay Bilodeau	Commis-vendeur - MINI-MAG 84

1983

Colleen Politano	A Survival Program for Young Children
Ronald J. Lancaster	Enthusiasm is Caught -- Not Taught
Stan Christie	Freedom
Gary G. Merritt	Teaching Computer Programming with School-wide Application (AND BEYOND)

1982

Rita M. Hlady	A Futures Studies Curriculum for Gifted Students in Grades 7 and 8: An Interdisciplinary Approach
Michel José Villeneuve	Application d'idées originales pour promouvoir la coopération dans la pratique de l'activité physique
Edward Cukier, Bruce M. Kelly	The Extended School of LaSalle High School
Joan Dutton, Raffaella Montemurro	Elementary School Program, Viriginia Park Arts Core School (Staff Project)

1981

Susan Rona, Ivan Smith	OPTIONS -- An Alternative Program for High School Dropouts

NAME/NOM	TITLE/TITRE
Allan J. Connolly	The Classroom Radio Medium as a Teaching Device
Donna and Emerson Coish	Volunteer and Parental Involvement in Special Education
Terry Bilyk, Eleanor Falk	Farming in Manitoba

BOURSE NATIONALE POUR MÉRITE EXCEPTIONNEL

Nom et adresse de l'enseignante : 89-1

Rachelle Chrétien
Boîte postale 494
Rockland (Ontario)
K0A 3A0

Rachelle Chrétien

Nom et adresse de l'école :

École Sacré-Coeur
Boîte postale 100
Bourget (Ontario)
K0A 1E0

Titre :

JOURNÉE DE SENSIBILISATION AU DÉVELOPPEMENT INTERNATIONAL ET À LA COOPÉRATION INTERNATIONALE

Introduction

Étant une ancienne participante au Service outre-mer[1] de la FCE, je me devais d'organiser avec mes élèves une activité qui les sensibilise au développement international, d'autant plus que le ministre des Relations internationales avait déclaré le 3 octobre "*Journée du développement*".

Les idées sont arrivées en grand nombre. Plusieurs étaient, à mon avis, excellentes alors que d'autres ne reflétaient pas les principes soutenus par les divers organismes participant au développement.

Nous devions d'abord célébrer seuls, mes 18 élèves et moi. Après mûre réflexion, il a été décidé qu'une journée entière d'ateliers et d'activités serait organisée pour les 300 élèves de l'école.

[1] *Le Service outre-mer est un programme auquel participent bénévolement des membres de la population enseignante canadienne. Il est mené par la Fédération canadienne des enseignantes et des enseignants avec la collaboration de ses organisations Membres. Il a pour but d'offrir de l'aide professionnelle aux collègues de pays en développement.*

Une réunion du personnel a été appelée et tous ont accepté l'idée avec enthousiasme. Il s'agissait pour le personnel enseignant de participer aux ateliers avec ses élèves et de faciliter la tâche de discipline aux élèves chargés de l'animation.

Le défi à relever était de m'assurer que mes élèves connaissaient amplement les faits et possédaient assez d'informations pour arriver à sensibiliser leurs camarades au développement international.

Caractéristiques des élèves

Les animateurs et animatrices, âgés de onze et douze ans, faisaient partie d'une classe à années multiples (6e et 7e). Ces élèves, d'intelligence moyenne-supérieure et supérieure, possédaient déjà une certaine formation en recherche et avaient acquis l'habitude de planifier leur temps en classe.

En ce qui concerne les participants et participantes, ils étaient âgés de 3 1/2 ans à 14 ans (de la maternelle à la 8e année) sans toutefois oublier la classe de malentendants.

Peu d'entre eux avaient suffisamment entendu parler des pays en voie de développement ou de l'aide donnée à ces pays pour pouvoir s'intéresser à la journée du développement.

Mes élèves avaient déjà été sensibilisés à l'idée de la Journée du développement, savaient déjà qu'ils participaient au Programme de jumelage d'écoles[2] et avaient la mappemonde de l'ACDI continuellement sous les yeux : leur intérêt a donc été vite gagné.

Objectifs

Le projet poursuivait les objectifs suivants :

1. Sensibiliser toute une école à la Journée du développement.
2. Organiser différentes activités liées au développement international.
3. Planifier des activités adaptées aux élèves des différents paliers : primaire, moyen et intermédiaire.

[2] *Le Programme de jumelage d'écoles consiste à mettre des classes canadiennes en rapport avec des classes en Afrique, en Asie, dans le Pacifique Sud et dans les Antilles. En septembre 1988, le Fonds en fiducie de la FCE a assumé la responsabilité du Programme, mis sur pied par l'Organisation canadienne pour l'éducation au service du développement (OCÉD).*

4. Faire connaître un éventail de pays en voie de développement.
5. Vivre des expériences culturelles et sensorielles.
6. Amener les élèves à reconnaître des comportements dépourvus de racisme et de sexisme.
7. Fournir aux animateurs et animatrices divers trucs pour l'animation de groupe.
8. Savoir planifier son temps : exposé, période de questions et activité.
9. Aller chercher l'aide de personnes-ressources.
10. Donner une image positive du développement international et des différences culturelles.

Description

Par groupes de deux, les élèves ont fait leur choix d'ateliers : jeux (d'Afrique, de l'Asie), contes (chinois et inca), le Canada et le développement, l'art culinaire, l'artisanat de certains pays, projections de diapositives (Haïti et Togo). Ils se sont ensuite rendus à la bibliothèque de l'école afin de chercher des informations sur leur pays, son peuple et/ou leur activité.

Plusieurs heures ont été consacrées à rédiger, raconter, préparer le matériel, simuler l'exposé, changer les textes, améliorer le contenu, essayer les activités. D'eux-mêmes, les élèves ont pris contact avec des personnes-ressources à l'école, dans leur communauté, dans leur famille ou dans des organismes s'occupant du développement. À partir d'une idée touchant le développement international, chacune des équipes est parvenue à organiser un atelier de 30 minutes pour des élèves de tous les paliers. Durant tout ce temps, je circulais d'une équipe à l'autre, posant des questions, donnant des idées, répondant à des questions, précisant les principes rattachés au développement international, sensibilisant toujours aux buts de cette journée.

L'affectation des locaux s'est faite selon les besoins précis des animateurs et animatrices et selon le nombre d'élèves attendus.

L'horaire a été établi quelques jours avant l'activité afin qu'il soit distribué aux membres du personnel enseignant et aux animateurs et animatrices.

J'ai également aidé quelques équipes à se procurer le matériel nécessaire à la réalisation de leur atelier.

J'ai été agréablement surprise de voir qu'au sein même de ma classe se vivait une expérience formidable de coopération, d'entraide et d'échanges positifs et constructifs.

Effets sur les élèves

En général, l'intérêt des élèves chargés de l'animation a été soutenu du début de la recherche jusqu'à l'évaluation finale. Certains groupes ont connu des moments de découragement devant le manque de matériel et d'idées mais rapidement les échanges apportaient solutions et créativité. Ce projet unique a été un succès et leur a permis de s'affirmer, de transmettre des connaissances à leurs pairs, de s'adapter à différentes situations, de vivre une expérience commune - la première Journée du développement au Canada. En ce qui concerne l'effet produit sur les élèves qui y ont participé, leur satisfaction pouvait se lire dans leurs yeux, dans leurs mille et une histoires et anecdotes, et surtout dans les commentaires extrêmement positifs du personnel enseignant. Le Togo, l'Haïti, le Mali, le Chili, l'Argentine, le Mexique, la Chine, l'Inde, le Népal sont maintenant des concepts connus pour nos élèves.

Évaluation

Les animateurs et animatrices, le personnel enseignant et les élèves qui y ont participé ont évalué le projet. Voici quelques exemples des observations générales dont on m'a fait part durant les divers ateliers :

Animateurs et animatrices

"intéressant; très adapté aux élèves; élèves très attentifs; avons beaucoup appris sur la coopération internationale"

"expérience formidable; élèves attentifs et curieux; beaucoup de bonnes questions ont été posées"

"bien aimé que les profs participent; élèves dynamiques et intéressés; le temps a vite passé"

Personnel enseignant et l'élève

"ont trouvé l'idée excellente (on retient toujours mieux avec des images); ont beaucoup appris sur l'Afrique; veulent en connaître plus"

"très intéressant à cause du concret; merci pour la manipulation; présentation et explications excellentes"

"Félicitations à toute l'équipe : toutes et tous ont beaucoup appris"

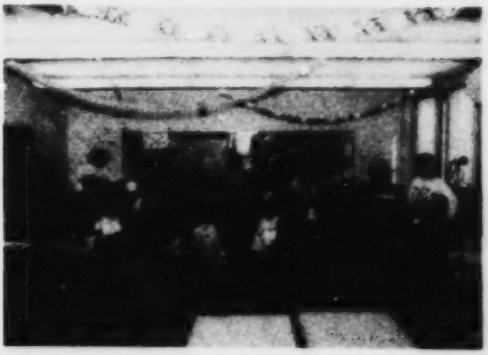
Conclusion

C'est avec beaucoup de fierté que je présente ce projet qui, selon moi, a atteint tous les objectifs fixés de prime abord.

Tout comme les élèves, j'ai aussi subi la menace d'un échec éventuel, mais j'ai vite ressenti cet esprit magique qui nous a accompagnés tout au long des préparations et des exposés. Tout s'est bien déroulé durant la journée. Les commentaires favorables des élèves et des membres du personnel enseignant ont commencé à fuser dès le premier atelier.

Pour ce qui est de mes élèves, aucune question n'était nécessaire puisque la réponse, je l'avais dans la spontanéité de leur sourire et la vivacité de leurs yeux.

Cette journée "spéciale", telle qu'on la nomme maintenant à l'école, restera à jamais gravée dans la mémoire de tous ces jeunes qui étaient présents le 3 octobre dernier, à l'école Sacré-Coeur de Bourget en Ontario. On n'a pas changé le monde mais, qui sait, le projet portera peut-être fruit un jour.



NATIONAL AWARD FOR OUTSTANDING MERIT

Name and address of teacher: 89-1

Rachelle Chrétien
P.O. Box 494
Rockland, Ontario
K0A 3A0

Rachelle Chrétien

Name and address of school:

École Sacré-Coeur
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Title:

AWARENESS DAY – INTERNATIONAL DEVELOPMENT AND INTERNATIONAL COOPERATION

Introduction

As a former participant in CTF Project Overseas[1], I felt a duty to organize an activity with my students to make them aware of international development, especially since the Minister of International Relations declared October 3 "*Development Day*".

There was no shortage of ideas. I found many excellent, while others did not reflect the principles supported by the various organizations involved in development.

At first, my eighteen students and I were going to mark the day by ourselves. After careful consideration, it was decided that a full day of workshops and activities would be organized for the school's three hundred students.

A staff meeting was called and everyone enthusiastically supported the idea. Each teacher would participate in the workshops with his/her students to facilitate discipline for the student leaders.

[1] *Project Overseas is a volunteer program for Canadian teachers. It is a joint endeavour by the Canadian Teachers' Federation and its Members to give professional assistance to fellow teachers in developing countries.*

The challenge for me was to ensure that my students were sufficiently knowledgeable to inform their fellow students about international development.

Characteristics of Students

The student leaders, aged 11 and 12, were part of a combined 6e and 7e grade class, with above average and superior intelligence, some training in research and accustomed to planning their classroom time.

Student participants were aged 3 1/2 to 14, from nursery school to grade 8, as well as one class of hearing impaired students.

Few had heard enough about developing countries and assistance to these countries to show any interest in development day.

Since my students had already been exposed to the idea of development day, knew they were participating in a school twinning program[2] and constantly had the CIDA world map in front of them, their interest was quickly won.

Objectives

The objectives of this project were as follows:

1. To make an entire school aware of development day;
2. To organize various activities related to international development;
3. To plan activities adapted to students at the various primary, middle and intermediate levels;
4. To introduce a range of developing countries;
5. To conduct cultural and sensory experiences;
6. To lead students to recognize behaviours free of racism and sexism;
7. To provide student leaders with various tricks for leading a group;
8. To learn how to plan time use: presentation, question period and activity;
9. To seek out the assistance of resource people;
10. To project a positive image of international development and cultural differences.

[2] *The School Twinning Program is designed to link Canadian classes with classes in the countries of Africa, Asia, the South Pacific and the Caribbean. In September 1988 the CTF Trust Fund assumed responsibility for the Program. The Program was the pioneer work of the Canadian Organization for Development through Education (CODE).*

Description

In pairs, students selected workshops: games (Africa, Asia), storytelling (Chinese and Inca), Canada and development, cooking, crafts from some countries, and slide shows (Haiti and Togo). They then went to the school library to find information on their country, its people and/or their activity.

Several hours were devoted to writing, telling, preparing material, simulating the presentation, changing texts, improving content, testing activities. On their own, students contacted resource people at the school, in their community, in their family, and in organizations involved in development. Working from an idea related to international development, each team managed to organize a 30-minute workshop for students at all levels. During all of this time, I was moving from one group to another, asking questions, giving ideas, answering questions, explaining the principles associated with international development, and continually emphasizing the goals for this day.

Rooms were assigned based on the specific needs of student leaders and the number of students expected.

The schedule was drawn up a few days in advance for distribution to teachers and student leaders.

I also helped a few groups obtain the material required for their workshop.

I was pleasantly surprised to see that even within my class, a wonderful exercise in cooperation, mutual assistance and positive and constructive dialogue was taking place.

Impact on Students

In general, student leaders' interest was sustained from the start of research to final evaluation to the present. Some groups experienced moments of discouragement due to lack of material and ideas, but dialogue quickly introduced solutions and creativity. The links made by student leaders were evidence of the success of this unique project, which allowed them to assert themselves as leaders, convey knowledge to their peers, adjust to different situations, and share a joint experience - the first development day in Canada.

As for the effect on student participants, satisfaction could be seen in their eyes, in their countless stories and anecdotes, and especially in the very positive comments received from their teachers.

Togo, Haiti, Mali, Chile, Argentina, Mexico, China, India and Nepal are now concrete concepts for our students.

Evaluation

Evaluation was by student leaders and by teachers and their students. Following are some samples of general comments received on the various workshops:

Student Leaders

"interesting; very well adapted to students; students very attentive; learned much about international cooperation."

"wonderful experience; students attentive and curious; many good questions were asked."

"quite pleased at teachers' participation; dynamic and interested students; time flew by."

Teachers and Students

"found the idea excellent (retention is always better with pictures); learned much about Africa; want to know more."

"very interesting because of the hands-on objects; grateful for ability to handle objects; excellent presentation and explanations."

"congratulations to the whole team; everyone learned much."

Conclusion

I take great pride in presenting this project, which I believe achieved all of the objectives initially set.

I shared with my students the risk of possible failure but I quickly felt the magic spirit that accompanied us throughout the preparations and presentations. Everything ran smoothly through the entire day. The positive comments from students or professors began to burst forth with the first workshop.

There was no doubt of my students' reaction, since the answer was in their spontaneous smiles and sparkling eyes.

This "special" day, as it was called by the school, will remain forever etched in the memories of all the young people present last October 3 at Sacré-Coeur school in Bourget, Ontario. We didn't change the world, but who knows what may result from this some day?

BOURSE NATIONALE POUR MÉRITE NOTABLE

Nom et adresse de l'enseignante : 89-2

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Eileen Albert

Nom et adresse de l'école :

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Titre :

ATELIERS DE SENSIBILISATION AUX EFFETS DES DROGUES

Introduction

Ce projet, qui prend la forme d'ateliers, vise à faire de la prévention dans le domaine des toxicomanies. La formule choisie donne la chance aux élèves de s'exprimer, de discuter ainsi que de recevoir de l'information. Des films, des diapositives et des témoignages servent à faire passer le message. Les ateliers offerts dans les écoles ont été mis sur pied en collaboration avec la Commission d'alcoolisme et de pharmacodépendance du Nouveau-Brunswick, et du ministère de l'Éducation.

Caractéristiques des élèves

Le projet s'adresse prioritairement aux élèves de la 1re à la 6e année. Pour ce groupe, il faut présenter la matière de façon agréable et compréhensible. Des ateliers sont aussi offerts aux élèves de la 7e à la 12e années. C'est souvent à cet âge que les pressions du groupe sont les plus fortes et que les élèves font l'expérience du choix.

Objectifs

Le projet a pour but de faire de la prévention en matière de toxicomanie, c'est-à-dire donner aux élèves l'information nécessaire,

leur permettre de s'exprimer sur le sujet des drogues, d'échanger à propos de leurs sentiments face à l'alcool et aux drogues. J'espère ainsi que les élèves acquerront certaines connaissances, formeront des concepts, adopteront des attitudes et un comportement qui les inciteront à faire un bon usage des médicaments et des autres drogues légales, et à éviter toutes les autres drogues. Le projet vise en outre à montrer aux élèves qu'il existe des adultes prêts à leur tendre une oreille attentive. Même si l'atelier ne convainquait qu'un seul élève qui pourrait ensuite assurer la continuité, ce serait déjà une réussite.

Description

Les ateliers offerts de la 1re à la 6e année sont précédés d'une recontre informelle avec l'enseignant ou l'enseignante titulaire. Pour bien souligner aux élèves qu'il s'agit d'un échange et d'un dialogue, l'animatrice pose une série de questions afin de les aider à discerner entre les drogues légales et illégales, et à déterminer ce qui constitue un usage abusif. Après la discussion, la mascotte "Huggy" du Club Lion fait son entrée et remet aux jeunes des autocollants ainsi qu'une affiche pour la classe.

Les ateliers à l'intention des élèves de la 7e à la 12e année durent environ deux heures. Habituellement, une personne ressource dans le domaine de la toxicomanie assiste l'animatrice; elle présente un court exposé sur la toxicomanie et indique comment l'atelier va se dérouler. La première partie de l'atelier porte sur les raisons qui peuvent inciter les gens à consommer de l'alcool et les raisons qui peuvent les inciter à s'abstenir. Les raisons fournies par les élèves sont ensuite inscrites en deux colonnes au tableau et servent à susciter la discussion.

La deuxième partie de l'atelier consiste à analyser les solutions de rechange. Pour chacune des raisons qui poussent une personne à boire ou à consommer de la drogue, les élèves doivent trouver une activité de rechange. Les élèves assistent ensuite à la projection du film "À vous de choisir" qui dure une trentaine de minutes. Après une pause, les élèves écoutent le témoignage d'une personne toxicomane de leur région. Enfin, on leur remet des autocollants "Huggy".

Effets sur les élèves

Les élèves sont très réceptifs à cette formule d'ateliers qui leur permet de discuter. Ils apprécient beaucoup notamment le volet témoignage. De plus, je crois qu'il est important pour eux de savoir qu'il y a des adultes qui veulent les écouter, les comprendre, des adultes qui leur permettent de s'exprimer sans préjugé. Les informations reçues les sensibilisent aux conséquences néfastes de l'abus de

drogue et devraient les aider à faire des choix dans des situations où il y a de l'alcool ou de la drogue. L'information transmise fait son chemin et devrait être utile au moment voulu.

Conclusion

À mon avis, on fait trop peu pour prévenir la toxicomanie chez les jeunes pour des raisons comme le manque de temps, de personnes compétentes, de coordination. Souvent, on s'efforce inutilement de leur enseigner des choses sans rapport avec leur vécu, donc qui ne les touchent pas. Pourtant, le besoin est là. C'est aux adultes que revient la tâche de s'organiser pour offrir les services nécessaires aux élèves qui sont les adultes de demain. L'éducation préventive est, selon moi, l'approche la plus prometteuse.

NATIONAL AWARD FOR GREAT MERIT

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Eileen Albert

Name and address of school:

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Title:

AWARENESS WORKSHOPS ON THE EFFECTS OF DRUGS

Introduction

This project, presented in the form of workshops, involves prevention work in the area of drug abuse. The format selected gives the students the opportunity to express themselves, to discuss and to receive information. Films, slides and personal accounts help get the message across. The workshops presented in the schools were developed with the cooperation of the Alcoholism and Drug Dependency Commission of New Brunswick, as well as the Department of Education.

Characteristics of Students

The project was primarily intended for students from the 1st to the 6th grade. When dealing with this group, it is necessary to present the subject matter in a pleasant and understandable way. Workshops are also presented to students from the 7th to the 12th grade. It is often at this age that peer pressure is the strongest and that students experiment the various choices.

Objectives

The purpose of the project is to do prevention work with regard to drug abuse, that is to provide students with the necessary information,

allow them to express themselves on the topic and exchange thoughts with regard to their feelings concerning alcohol and drugs. I hope that students will thus acquire some knowledge, develop concepts, adopt attitudes and a behavior that will encourage them to make proper use of medication and of other legal drugs as well as to avoid all other drugs. In addition, the project is aimed at showing students that there are adults who are willing to listen to them. Even if a workshop had a positive effect on only one student who could then influence others, it would be a success.

Description

The workshops presented in the 1st to the 6th grade are preceded by an informal meeting with the homeroom teacher. So that the students will fully understand that this session is to be a dialogue, the workshop leader asks a series of questions designed to help them distinguish between legal and illegal drugs, and to understand what constitutes abuse. Following the discussion, the Lion's Club mascot "Huggy" makes his entrance and hands out stickers as well as a poster for the classroom.

The workshops for the students in the 7th to the 12th grade last approximately two hours. The workshop leader is generally assisted by a resource person in the area of drug abuse, who speaks briefly on the topic and explains how the workshop will unfold. The first part of the workshop deals with the reasons that can prompt young people to consume alcohol and with the reasons that can discourage them from doing so. The reasons given by the students are then written on the blackboard in two columns and help stimulate discussion.

In the second part, alternative solutions are analyzed. For each reason that might incite a person to drink or to use drugs, students must find an alternative activity. A film entitled "The Choice is Yours" lasting approximately 30 minutes, is then projected. Following a short break, the students hear the personal accounts of a drug addict living in their area. Finally, they are given "Huggy" stickers.

Impact on Students

The students were very receptive to the workshop format which provides an opportunity for discussion. They particularly liked hearing the personal accounts. Futhermore, I feel that it is important for them to know that there are unprejudiced adults who are willing to listen and to give them the opportunity to express themselves. The information that they receive heightens their awareness of the harmful effects of drug abuse and should help them make choices in situations where

alcohol and drugs are available. The information passed on will have an effect and should be useful at the appropriate times.

Conclusion

In my opinion, too little is done to prevent drug abuse among youth for reasons such as lack of time, of knowledgeable people and of coordination. Too often we strive in vain to teach students things that bear no relation to their experiences, and which therefore do not concern them. However, there is a definite need. Today's adults have the responsibility of organizing themselves to provide the necessary services to students who are the adults of tomorrow. I believe that preventative education is the most promising approach.

NATIONAL AWARD FOR GREAT MERIT

Name and address of teacher: 89-3

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Name and address of school:

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Gary T. Gravelle and Students

Title:

GRAVILLE: THE SMALL TOWN PROJECT

Introduction

The *Graville Small Town Project* is an ongoing creative interdisciplinary activity that can be effectively set up and run in the English classroom in almost any grade, from the intermediate to the senior level, and at every level of difficulty whether basic, advanced or general. The purpose of the project is to get students actively involved in a large number of activities in the English classroom such as role playing, writing, speaking, thinking, decision-making and to inspire a more relevant type of creativity.

The project itself involves working with a small fictitious town populated by characters which have been or will be created by students. The town consists of various standard buildings, businesses and professions that would be found in any normal small town anywhere in Canada. Each student takes on character(s) which has an address, job and a biography. The student will be involved in interactions with other students in the class all of whom will control characters, businesses and professions. The students' activities, are partly determined by the teacher and partly through their own creativity.

Characteristics of Students

The town of Graville was created entirely by two separate classes of gifted students and has since been expanded and used by advanced

and general level students. It has been used by ten grade 11 advanced and gifted classes as well as a general level grade 10 and a grade 9 basic class. The project is adaptable and suitable to almost any intermediate to senior level class.

Objectives

The objectives of this project are to:

1. provide a variety of creative writing activities in an imaginative format;
2. motivate the slower learner as there is something here for everyone;
3. provide each student with a sense of 'control' over a certain aspect of his/her life and give him/her a sense of responsibility to his/her classmates as his/her decisions may affect the 'lives' of his/her fellow citizens;
4. provide a realistic connection to the study of literature;
5. provide ample opportunity for reading, writing, listening decision-making and speaking;
6. teach the importance of cooperation with one's peers;
7. provide opportunities for role playing and projecting into the lives of other people to understand their behaviour;
8. teach valuable life skills;
9. provide an opportunity for interdisciplinary work across the curriculum;
10. afford the student an opportunity to write for a realistic audience from which he/she will receive an immediate response.

Description

In the *Graville Small Town Project* students take on the roles of various characters in a typical small town. We began our project with a study of Edgar Lee Masters' *Spoon River Anthology* and Lee's *Inherit the Wind* to examine the small town in fiction. After studying several Canadian short stories and discussing typical small town behaviour and stereotypes we created our own town, Graville. After class discussion and extensive research we located it in Alberta near Banff National Park. We created biographies for 240 characters, added 170 houses and 70 businesses all placed on a computer generated map. The students then began to research material on their characters' professions as well as the town itself and began to role play town activities such as weddings, meetings, elections, parties and other standard daily routines. We compiled a booklet of over seventy activities, many student generated. Each student then produced three mini projects

based on their various activities with each student producing one major project presented to the rest of the class.

The small town project is a valid and valuable exercise for many reasons. The fact that it is a student-centered activity makes the learning process for the student a richer more relevant experience because he/she actually chooses much of the material that he/she wishes to learn. There is also less of a tendency to slack off and not do any work as there is constant peer pressure to get involved. The teacher, in this project is merely a facilitator and should refrain from putting too many restrictions or parameters on what the students can and cannot do. It is their project and the more leeway they are allowed in terms of creating their own projects and doing what they see as being appropriate the better the involvement will be by the student and the more creative the assignments.

Impact on Students

The project has a positive impact on the students because so much of it is student centered. Since they are creating most of the activities that take place in the classroom they take on more responsibility and produce far more interesting and relevant projects. Enthusiasm is always at a high level and there appears to be more of a willingness on the part of the shyer students to participate in a more active way in the role playing as they do not feel centered out. Students also tend to take their work beyond the scope of the classroom into the community in order to maximize the realism of their ideas.

Students become more involved as they realize that they are in control of much of what they wish to learn in the English classroom.

Evaluation

Evaluation of the project is entirely up to the teacher. Students do three small mini-projects in physical setting, background and role playing. Each student is to then compile by the end of the term a major project which incorporates reading, writing and some aspect of research. Students also keep logs of their various activities so that the teacher can evaluate his/her development within the context of the project.

Conclusion

Through the use of this project my colleagues and I have achieved outstanding results. In most cases we have noticed that a class that is reluctant to take part in oral activities or which frowns upon role

playing have become totally involved and committed to the project. In some cases students who thought the idea was silly at the start ended up producing some rather incredible projects such as complex short stories, family trees, artifact boxes, diaries, letters, scrap books, autobiographies, monologues and so on ... In all cases the students do not see this as just another English class activity but rather an opportunity to let loose and explore areas they have never tried before and consequently the writing we get is far more interesting and certainly more thoughtful. The best effect of all is to see the sharing process that goes on when the class begins to show each other their major research projects at the end.

BOURSE NATIONALE POUR MÉRITE NOTABLE

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Gary T. Gravelle et ses élèves

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Titre :

GRAVILLE : PROJET DE PETITE VILLE

Introduction

Le projet de petite ville est une activité permanente de créativité interdisciplinaire qui peut être établi et mis en oeuvre dans n'importe quel cours d'anglais, du cycle intermédiaire au cycle supérieur, des niveaux fondamental, avancé ou général. Il a pour but de susciter la participation active des élèves à de nombreuses activités, par exemple les jeux de rôles, la rédaction, l'expression orale, la réflexion et la prise de décision, ainsi que d'inspirer une forme de créativité plus pertinente.

Le projet se déroule dans une petite ville fictive qu'habitent des personnages déjà créés ou qui seront créés pour les élèves. La ville comporte divers édifices, commerces et bureaux professionnels que l'on trouve habituellement dans toute petite ville canadienne. Chaque élève adopte l'identité d'un ou de plusieurs personnages qui possèdent une adresse, un emploi et une biographie. Tous les élèves sont en interaction et exercent une influence sur les personnages, les commerces et les professions. Les activités sont déterminées en partie par l'enseignant et en partie par l'imagination des élèves.

Caractéristiques des élèves

Graville a été entièrement créée par deux groupes d'élèves doués, et le projet a été élargi pour servir aux élèves des niveaux avancé et général. Le projet a aussi été mis en oeuvre dans dix classes de 11e année (niveau avancé et élèves doués), une classe de 10e année de

niveau général ainsi qu'une classe de 9e année de niveau fondamental. Il peut être adapté pour convenir à presque n'importe quelle classe du cycle intermédiaire au cycle supérieur.

Objectifs

Voici les objectifs du projet :

1. offrir diverses activités de création littéraire au moyen d'une formule qui stimule l'imagination;
2. motiver les élèves lents, puisque chacun y trouve quelque chose;
3. donner à chaque élève un sentiment de "maîtrise" par rapport à certains aspects de sa vie et lui inculquer un sentiment de responsabilité à l'égard de ses camarades, car ses décisions peuvent avoir une influence sur la "vie" des autres citoyens et citoyennes;
4. fournir un contexte réaliste pour l'étude de la littérature;
5. donner de nombreuses occasions de lire, d'écrire, d'écouter, de parler et de prendre des décisions;
6. enseigner l'importance de la collaboration avec ses semblables;
7. permettre de faire des jeux de rôles et de se mettre dans la peau d'autrui pour comprendre ses comportements;
8. inculquer de précieuses aptitudes utiles à la vie quotidienne;
9. donner l'occasion de faire du travail interdisciplinaire;
10. permettre aux élèves d'écrire pour un public réel qui lui donnera une réaction immédiate.

Description

Dans le cadre du projet, les élèves jouent le rôle de divers personnages d'une petite ville typique nommée "Graville". Le projet a débuté par l'étude de *Spoon River Anthology*, d'Edgar Lee Masters, et de *Inherit the Wind*, de Lee, pour découvrir la fiction traitant des petites villes. Après avoir étudié plusieurs nouvelles canadiennes et discuté des comportements et stéréotypes qui caractérisent une petite ville, nous avons créé notre propre ville, Graville. Nous avons décidé de la situer en Alberta, près du parc national de Banff, après des discussions en classe et des recherches poussées. Nous avons rédigé les biographies de 240 personnages, auxquelles nous avons ajouté 170 résidences et 70 commerces qui furent tous placés sur une carte produite par ordinateur. Les élèves ont alors fait de la recherche sur les professions de leurs personnages ainsi que sur la ville même; ils ont ensuite simulé des activités comme des mariages, réunions, élections, réceptions et d'autres activités quotidiennes courantes. Nous avons produit une brochure contenant plus de 70 activités, dont un

grand nombre créées par les élèves. Chacun d'eux a ensuite fait trois mini-travaux, à partir de diverses activités, et un travail important qui devait être présenté au reste du groupe.

Le projet constitue un exercice efficace et précieux pour de nombreuses raisons. Parce que l'activité est axée sur les élèves, l'apprentissage devient une expérience plus riche et plus pertinente, car les élèves choisissent en grande partie le matériel à étudier. Ils ont moins tendance à se relâcher et à ne plus travailler, car leurs camarades les incitent constamment à participer. L'enseignant ne joue qu'un rôle d'animation et devrait éviter de trop limiter les activités possibles ou d'imposer trop de paramètres. Le projet appartient aux élèves : plus on leur accorde une marge de manoeuvre quant à la création de leurs propres projets et au déroulement des activités comme bon leur semble, plus leur participation sera forte et plus leurs travaux seront créatifs.

Effets sur les élèves

Le projet a des répercussions positives sur les élèves parce qu'il est fortement axé sur eux. Puisque la création de la plupart des activités menées dans la salle de classe leur revient, les élèves prennent plus de responsabilités et produisent des projets beaucoup plus intéressants et pertinents. Il règne toujours un enthousiasme débordant, et même les élèves timides semblent participer plus facilement et plus activement aux jeux de rôles, car ils ne sentent pas que toute l'attention est centrée sur eux. Pour donner le maximum de réalisme à leurs idées, les élèves ont tendance à avoir recours à la communauté.

La participation est plus forte, car les élèves se rendent compte qu'ils déterminent en grande partie ce qu'ils désirent apprendre dans le cours d'anglais.

Évaluation

L'évaluation du projet incombe entièrement à l'enseignant. Les élèves font trois mini-travaux portant sur le milieu physique, le contexte et les jeux de rôles. Chaque élève doit ensuite préparer d'ici la fin du semestre un travail important qui intègre la lecture, la rédaction et certains aspects de sa recherche. Les élèves tiennent aussi un journal de leurs diverses activités, de sorte que l'enseignant peut évaluer leurs progrès durant le projet.

Conclusion

Grâce à ce projet, mes collègues et moi-même avons obtenu des résultats remarquables. Dans la plupart des cas, nous avons noté

qu'une classe qui semble hésiter à participer à des activités d'expression orale, ou qui voit d'un mauvais oeil la simulation, se prend au jeu et se donne à fond. Dans certains cas, des élèves qui, au début, jugeaient l'idée peu sérieuse ont fini par réaliser des travaux incroyables : nouvelles complexes, arbres généalogiques, boîtes d'artefacts, journaux, lettres, albums de coupures, autobiographies, monologues etc. Dans tous les cas, les élèves ne considèrent pas qu'il s'agit d'une activité ordinaire d'anglais, mais plutôt une occasion de sortir des sentiers battus et d'explorer des domaines inconnus. Par conséquent, la rédaction devient beaucoup plus intéressante et certainement plus réfléchie. Le meilleur effet est toutefois le climat de partage lorsque les élèves présentent à leurs camarades leur projet de recherche à la fin du semestre.

NATIONAL AWARD FOR GREAT MERIT

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Ronald J. Lancaster

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Title:

MATHEMATICS AND THE WORLD AROUND US

Introduction

Mathematics is a subject that for the most part was invented to solve problems in other subject areas. Unfortunately, mathematics is traditionally taught as a subject all on its own. Students rarely see why things were developed in the first place and generally they are not shown how the subject is used in the outside world. This project is an attempt to correct this situation by bringing the outside world into my classroom.

The *Mathematics and the World Around Us* project basically consists of dozens of mathematical questions that involve a wide variety of subject areas. Most of these problems involve things that even the average person can understand (cooling of a pizza while being delivered, best design of a Mott's Clamato Juice can, Sunoco's KEY TO WIN promotion, etc.) and consequently, there is an excellent opportunity here for parents to get involved with their children's mathematics homework.

Characteristics of Students

The ideas and items from this project have been used with students from grades 10 to 13 (now Ontario Academic Credit (OAC)) at the advanced and the enriched level of learning. There are teachers across Ontario who are using my materials with students from all grade levels and all levels of learning (basic, general, advanced and enriched).

Objective

The objective of the *Mathematics and the World Around Us* project is simply to help students realize that mathematics is a practical subject and that there are many good reasons why they should study it. I feel strongly that there are a great many students who do not do well (or who do not do as well as they could) in their mathematics courses, not because of a lack of ability, but because of a lack of motivation. Many of them see little point to the things that they are learning. They rarely see how the subject is used and consequently, they have the general impression that mathematics is not something that is done outside of their classroom. I have tried to change this situation by bringing the outside world into my classroom.

Description

There are three major things that I have done that have helped me relate the mathematics that I teach to the outside world:

1. I regularly look through newspapers, magazines, and textbooks from other subject areas to look for math-related items. It is now an unconscious habit for me to always be on the watch for things that I can use in my classroom. Last summer for example, Sunoco ran a major promotion called KEY TO WIN in which they gave out special keys all over the province. I received one in the mail and over a period of time came up with a way of using it in my classroom. I put together an advice sheet that I called **"YOUR KEY TO WINning in this course"** and an assignment involving the key. I attended the Apple Butter and Cheese Festival in Wellesley, Ontario where the Egg Marketing Board of Ontario was handing out promotional information. They were kind enough to give me class sets of everything that they had. Several days later I went to the library and found a textbook that had numerous graphs, charts, and equations showing how a chicken egg develops. I used this information to create a test question for my Calculus students.

2. One of the other major things that I have done involves developing the necessary skills to be able to take something from the outside world and to create a related mathematical question suitable for use on a test or an assignment. Unfortunately, this skill is generally not taught at Teacher's College, nor is it fully discussed in educational textbooks. I have spent literally hundreds of hours learning how to do it.

Over the past five years I have been an invited speaker at dozens of conferences across the province and I have tried to teach others how to do it too.

3. I have also changed how I teach. I am no longer unwilling to take the time to discuss something that does not directly relate to what I am currently teaching the class. (I used to be very worried about staying "on topic"). To cite an example, I saw a lengthy article on the front page of The New York Times concerning prime numbers and computer security. There is a point later in my Calculus course where I discuss prime numbers. As the topic is of interest now, I took a few minutes to discuss it with my class. Quite frankly, even if it did not come up in the course later, I still would have brought it up. By taking this type of attitude, I find that my classes are more spontaneous and that the students walk out of my classroom with something that they can take home and discuss with their families. The best thing of all is that many of the students themselves start to look for items of interest for the class.

I often find that teachers are quite surprised when they see the type of support that I have received from so many companies and organizations. I cannot recall ever being turned down by a company or organization. The usual reaction is, "I wish that I had had a mathematics teacher who did that for us!" I always send out a thank you letter along with a copy of the test or assignment. On a number of occasions, companies have run complete or partial copies of my tests or assignments in their corporate newsletters and I often receive solutions from employees; I mark their work and mail it back to them.

During my course, I give out a great deal of assignments. I have been doing this ever since I started teaching and have found that the assignments have certainly helped many of my students who have trouble with tests where there is a time limit. Students usually have four or five days to work on each assignment. They consult with each other, they do a fair amount of research, and they find out just how great it is to learn things on their own. In case you are wondering, I rarely get students just copying from each other. In my opinion, this is what learning is all about. I can see the importance of tests, but I feel strongly that there should be more going on in a classroom other that just tests. I can think of no situation in the outside world where someone is told, "You have ten minutes to solve this problem. You may not ask any questions and you may not consult any of your notes or references." Assignments also give students an opportunity to

present their work in a polished and well-laid out format. Students are constantly given this opportunity in other subject areas, why not in math?

Impact on Students

By relating the mathematics that I teach to the outside world, I have found that my students are learning things better and they are feeling better about what they are learning. Many other teachers are using my ideas and they have found the same thing.

Conclusion

In this project, I have shown how to bring the outside world into a mathematics class. Mathematics is traditionally taught as a subject all on its own. Students are rarely shown why things were developed in the first place. Geometry and trigonometry, for example, were developed to solve problems in astronomy. Unfortunately, if you take a look at how these topics are dealt with in most high school textbooks you will see that very little information is given about astronomy. The subject of mathematics has been stripped of its roots and its uses. My approach to the teaching of mathematics is radically different from what is currently being done. I am relating the mathematics to other subjects and by doing this I am really just putting the subject back to where it came from.

BOURSE NATIONALE POUR MÉRITE NOTABLE

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Ronald J. Lancaster
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Ronald J. Lancaster

Nom et adresse de l'école :

École secondaire Oakville Trafalgar
291, rue Reynolds
Oakville (Ontario)
L6J 3L6

Titre :

LES MATHÉMATIQUES ET LE MILIEU ENVIRONNANT

Introduction

Les mathématiques sont une matière qui a été inventée en grande partie pour résoudre des problèmes dans d'autres domaines. Malheureusement, elles sont habituellement enseignées comme matière distincte. Les élèves peuvent rarement voir l'origine des concepts et ne se rendent généralement pas compte de la manière dont les mathématiques servent dans le monde réel. Le projet tente de remédier à cette situation en faisant pénétrer le milieu environnant dans la salle de classe.

Il se compose essentiellement de douzaines de problèmes mathématiques touchant une vaste gamme de domaines. La plupart sont compréhensibles pour une personne ordinaire (le refroidissement d'une pizza durant le transport, la meilleure forme pour une boîte de jus Clamato Mott, la campagne de publicité "LA CLÉ DES CHANCES" de Sunoco, etc.). Les parents ont ainsi une excellente occasion de participer aux travaux de leurs enfants.

Caractéristiques des élèves

Les idées et les éléments qui constituent le projet ont été utilisés avec des élèves de la 10e à la 13e année, maintenant appelés cours préuniversitaires de l'Ontario (CPO), des niveaux avancé et enrichi. Des membres du personnel enseignant partout en Ontario utilisent mon matériel avec des élèves de toutes les années d'études et de tous les niveaux (fondamental, général, avancé et enrichi).

Objectifs

Le projet a simplement pour but d'aider les élèves à prendre conscience que les mathématiques sont une matière pratique, et qu'il existe de nombreuses bonnes raisons de l'étudier. Je suis convaincu que de nombreux élèves ne réussissent pas bien (ou pas aussi bien qu'ils le pourraient) non par manque d'aptitude mais plutôt par manque de motivation. Nombre d'entre eux voient peu l'utilité de ce qu'on leur apprend. Ils voient rarement l'application pratique de la matière et ils ont donc l'impression générale que les mathématiques ne servent pas à l'extérieur de la classe. J'ai tenté de changer cette situation en faisant pénétrer le milieu environnant dans celle-ci.

Description

Trois choses principales m'ont aidé à faire le rapport entre les mathématiques et le milieu environnant :

1. Je parcours régulièrement les journaux, les revues et les manuels dans d'autres domaines pour trouver des éléments qui touchent les mathématiques. C'est maintenant une seconde nature pour moi d'être toujours à la recherche de choses pouvant me servir en classe. L'été dernier, par exemple, Sunoco a fait une campagne publicitaire importante, intitulée "LA CLÉ DES CHANCES", au cours de laquelle des clés spéciales ont été remises partout dans la province. J'en ai reçue une par la poste et, après un certain temps, j'ai trouvé un moyen de m'en servir. J'ai produit un feuillet de conseils que j'ai intitulé **"LA CLÉ DES CHANCES pour réussir ce cours"** et un travail portant sur la clé. J'ai assisté au Festival du fromage et de la compote de pommes, à Wellesley (Ontario), où la commission de mise en marché des oeufs de l'Ontario distribuait du matériel publicitaire. J'ai pu obtenir des séries de tous les documents offerts pour mes cours. Plusieurs jours plus tard, je me suis rendu à la bibliothèque et j'ai trouvé un manuel contenant de nombreux graphiques, tableaux et équations pour illustrer le développement d'un oeuf. Cela m'a servi à composer une question pour mes élèves du cours de calcul intégral.

2. Une des principales choses que j'ai dû faire c'est développer les aptitudes nécessaires pour utiliser un élément du milieu environnant et le transformer en question mathématique pour un test ou un devoir. Malheureusement, cette méthode n'est pas enseignée durant la formation pédagogique ni traitée dans les manuels sur l'éducation. J'ai passé littéralement des

centaines d'heures à apprendre cette façon de faire. Durant les cinq dernières années, j'ai été invité à prononcer des douzaines de conférences partout dans la province et j'ai essayé d'enseigner ma méthode à d'autres.

3. J'ai également modifié la façon dont j'enseigne. Je n'hésite plus à prendre du temps pour discuter d'un sujet qui n'est pas directement lié à la matière que j'enseigne. (Auparavant, je craignais beaucoup de m'écarter du "sujet".) À titre d'exemple, j'ai vu un long article en première page du New York Times sur les nombres premiers et la sécurité en matière d'informatique. Dans mon cours de calcul intégral, j'aborde plus tard les nombres premiers. Comme le sujet était d'actualité, j'ai pris quelques minutes pour en discuter. À dire franchement, même si le sujet n'avait pas fait partie du cours, je l'aurais tout de même abordé. Depuis que j'ai adopté cette attitude, mes cours sont plus spontanés et mes élèves peuvent ensuite en discuter avec leur famille. Mais ce qui est encore mieux c'est que les élèves commencent eux aussi à chercher des articles d'intérêt.

J'ai constaté que les membres du personnel enseignant sont plutôt surpris du soutien que j'ai reçu de nombreuses organisations et entreprises. Je ne me souviens pas d'avoir essuyé un refus jusqu'à maintenant. Habituellement, on me dit : "J'aurais aimé que l'on m'enseigne les mathématiques ainsi!". J'envoie toujours une lettre de remerciements et une copie du test ou du devoir. À de nombreuses reprises, ceux-ci ont été publiés en entier ou en partie dans les bulletins d'information des entreprises. Je reçois souvent des solutions que m'envoient les employés; je note alors leur travail et je le leur retourne.

Je donne beaucoup de devoirs durant mes cours et ce, depuis le début de ma carrière. Je trouve que les travaux aident vraiment les élèves qui ont de la difficulté lors de tests d'une durée limitée. Les élèves ont habituellement quatre ou cinq jours pour remettre chaque devoir. Ils se consultent, font beaucoup de recherche et éprouvent la joie d'apprendre par eux-mêmes. Vous vous demandez sans doute si les élèves copient : c'est rarement le cas. À mon avis, c'est la véritable façon dont chacun apprend. Je reconnais l'importance des tests, mais je crois fermement que l'on doit faire beaucoup plus dans la salle de classe. Je ne connais aucune situation réelle où l'on dise à quelqu'un : "Vous avez dix minutes pour résoudre ce problème. Vous ne pouvez poser aucune question et vous ne pouvez consulter ni vos notes ni des ouvrages de référence." Les devoirs donnent aussi l'occasion aux élèves de remettre un travail soigné et bien présenté. Ils peuvent constamment le faire dans d'autres matières, alors pourquoi pas en mathématiques?

Effets sur les élèves

J'ai découvert qu'en faisant le lien entre les mathématiques et le milieu environnant, mes élèves apprennent mieux et sont plus satisfaits de ce qu'ils apprennent. De nombreux autres membres de la profession enseignante qui se servent de mes idées ont découvert la même chose.

Conclusion

J'ai montré par ce projet qu'il est possible d'intégrer le milieu environnant aux cours de mathématiques. La tradition veut que l'on enseigne les mathématiques indépendamment des autres matières. Les élèves ont alors rarement l'occasion de découvrir pourquoi les concepts ont été élaborés. À titre d'exemple, la géométrie et la trigonométrie ont été conçues pour résoudre des problèmes d'astronomie. Malheureusement, si l'on regarde la façon dont on enseigne ces matières dans la majorité des manuels du palier secondaire, on trouve très peu d'informations sur l'astronomie. Les mathématiques ont été coupées de leur origine et de leur application. Mon approche pédagogique diffère radicalement de ce qui se fait à l'heure actuelle. Je fais le lien entre les mathématiques et les autres matières et, ce faisant, je rétablis seulement l'ordre des choses.

NATIONAL AWARD FOR GREAT MERIT

Name and address of teacher: 89-5

Darren Lund
73 Cunningham Crescent
Red Deer, Alberta
T4P 2S2

Name and address of school:

Lindsay Thurber Comprehensive
High School
4204-58 Street
Red Deer, Alberta
T4N 2L6

Members of S.T.O.P.

Title:

S.T.O.P. -- STUDENTS AND TEACHERS OPPOSING PREJUDICE

Introduction

The *S.T.O.P. (Students and Teachers Opposing Prejudice)* program formed spontaneously in a non-academic grade 10 English class, when a discussion of poetic technique turned into a lively exchange on discrimination. The students decided to form a group to learn more about prejudice, and to spread the message that an acceptance of differences between people is important in our diverse society. Since that day in February 1987, the group has become a regular extra-curricular program at Lindsay Thurber Comprehensive High School in Red Deer.

This program provides a very unique opportunity for a diverse group of concerned young people to share their ideas and energy in a common wish for a better society; these are not all honour students or high-achieving athletes. Rather, they represent a variety of individuals who work together in *S.T.O.P.* to express a common belief in human rights. Last December, I proudly accepted the first Alberta Human Rights Award on their behalf.

Characteristics of Students

Students responsible for the initial formation of the *S.T.O.P.* program were twenty-five young adults between the ages of 15 and 18 years.

Their efforts spread the group's impact throughout the school population almost immediately, and soon, several hundred students had been involved. Presently, *S.T.O.P.* is a regular extra-curricular school club, open to all of the 1800 students who attend Lindsay Thurber Comprehensive High School. Efforts of *S.T.O.P.* have always been directed toward **all** school-aged students in Alberta and beyond.

Objectives

From the outset, it has been *S.T.O.P.'s* objective to spread the word that all individuals, regardless of ethnic origin, skin colour, age, hair length, sex or disability, should be judged fairly, based upon their own merits. Rather than pointing fingers, the program involves having each person self-reflect on his or her own prejudices. Aside from this overall goal of fostering an atmosphere of acceptance in our schools, the pedagogic objectives include the following:

1. To direct the students' interests and energy toward an important social issue;

2. To engage a large number of students in relevant, meaningful language experiences in a school setting;

3. To promote a positive sense of self-worth in students, and project this image toward the rest of society.

Description

As it has been from the start, *S.T.O.P.* is student-directed and youth-oriented. In order to reach the largest audience of young people with our message, the program has included planning and organizing numerous and varied school-based activities, including:

- numerous public speaking engagements across the province;
- an annual poster/poetry contest (Alberta wide);
- producing our own brochures, letterhead, shirts and crests;
- organizing a human rights music concert;
- holding a weekly guest speaker series in the school;
- performing anti-prejudice drama productions to local elementary schools;
- researching and writing research papers on prejudice topics;

- conducting interviews with local, provincial, and national media;
- attending weekly meetings and other special events.

A strength of the *S.T.O.P.* program is the relatively limited expense required for most activities to date. The greatest costs so far have been measured in the rewarding, countless hours of volunteer time required to plan and carry out our efforts.

Primarily, materials used have included a great deal of paper for the production of brochures, for writing and responding to letters, and for mail-outs to announce our contests. Other considerations are postage, transportation to engagements and special activities, and honoraria to guest speakers.

The program is devoted to an altruistic ideal of opening the minds of younger people everywhere to the need for acceptance of differences in today's society. Though *S.T.O.P.* is often praised by adults, the focus continues to be on the children - the future leaders.

Impact on Students

Clearly, the positive impact that such a successful program has had on the students involved is tremendous. As all of the activities have been student-generated ideas, their success has had an immeasurable beneficial effect on their self-esteems. For the hundreds, even thousands of students (and adults!) they have reached, the positive effects have been strong. Based on the overwhelmingly supportive responses that our group has received, in letters and in person, from across Alberta and beyond, *S.T.O.P.* has already had a substantial impact on our youth.

Evaluation

Due to the unique nature of such a program, formal methods of evaluation of the group's success are inappropriate. The students active in the *S.T.O.P.* program rely a great deal, therefore, upon ongoing self-evaluation on an informal and necessarily subjective basis. Also, participants are always encouraged to share ideas and opinions honestly and openly, to guide and evaluate the progress of our efforts.

Conclusion

Perhaps the most exciting aspect of the *S.T.O.P.* program is that it entails motivated young people using their minds and their language to make a positive impact on their world. And they are being heard. How refreshing to see so many committed students engaging in meaningful school-based experiences which further an important social cause. *S.T.O.P.* leaves students with a sense of self-pride, and knowledge of the power of their own thoughts and words.

BOURSE NATIONALE POUR MÉRITE NOTABLE

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Nom et adresse de l'école :

École secondaire d'enseignement général
Lindsay Thurber
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Red Deer (Alberta)
T4N 2L6

Membres de l'équipe STOP

Titre :

STOP – DES ÉLÈVES ET DES MEMBRES DU PERSONNEL ENSEIGNANT LUTTENT CONTRE LES PRÉJUGÉS

Introduction

Le projet *STOP* a été mis sur pied spontanément par un groupe d'élèves de 10e année qui ne suivent pas le programme général, lorsqu'une discussion sur la technique de la poésie s'est transformée en échange animé sur la discrimination. Les élèves ont décidé de constituer un groupe pour en apprendre davantage sur les préjugés et faire passer le message que l'acceptation des différences est importante dans une société pluraliste. Depuis ce jour en janvier 1987, le groupe fait partie des activités parascolaires habituelles de l'école Lindsay Thurber à Red Deer.

Le projet fournit une occasion unique à ce groupe de jeunes gens divers et engagés de mettre en commun leurs idées et leur énergie pour réaliser leur désir d'une société meilleure. Ils ne sont pas tous des élèves ou des athlètes supérieurs. Il s'agit plutôt d'individus différents, qui travaillent ensemble pour affirmer leur conviction commune à l'égard des droits de la personne. En décembre dernier, j'ai fièrement accepté en leur nom le premier Prix des droits de la personne de l'Alberta.

Caractéristiques des élèves

Le groupe initial qui a mis sur pied le projet se composait de 25 jeunes adultes âgés de 15 à 18 ans. Grâce à leurs efforts, ils ont presque immédiatement touché la population scolaire; peu après, plusieurs centaines d'élèves prenaient part au projet. À l'heure actuelle, *STOP* est un club parascolaire ouvert aux 1 800 élèves. Le projet *STOP* a toujours cherché à s'adresser à **tous** les élèves d'âge scolaire de l'Alberta et d'ailleurs.

Objectifs

Dès le départ, le projet *STOP* a eu pour but de faire passer le message que tous les individus ont le droit d'être jugés équitablement d'après leur mérite, sans égard à l'origine ethnique, la couleur de la peau, l'âge, la longueur des cheveux, le sexe ou le handicap. La méthode consiste non pas à pointer un doigt accusateur mais à inciter chaque personne à réfléchir par elle-même à ses préjugés. Outre l'objectif global de favoriser un climat de tolérance dans nos écoles, les objectifs pédagogiques comprennent entre autres :

1. canaliser l'intérêt et l'énergie des élèves vers une question sociale importante;
2. faire participer un grand nombre d'élèves à des expériences de communication pertinentes et importantes dans l'école;
3. développer l'estime de soi chez les élèves et les inciter à projeter cette image dans le reste de la société.

Description

Comme à ses débuts, le projet *STOP* demeure un projet dirigé par les élèves et axé sur les jeunes. Pour que notre message atteigne le plus grand nombre de jeunes, il a fallu planifier et organiser de nombreuses activités scolaires, dont :

- de nombreuses conférences partout dans la province;
- un concours annuel de poésie et d'affiche (dans toute la province);
- la production de nos dépliants, de la lettre à en-tête, des chemises et des écussons;
- l'organisation d'un spectacle musical pour les droits de la personne;
- la tenue d'une série de conférences hebdomadaires à l'école;
- la représentation d'une pièce de théâtre sur les préjugés dans les écoles élémentaires locales;
- des recherches et la rédaction de documents sur des sujets touchant les préjugés;
- des interviews dans les médias locaux, provinciaux et nationaux;

- la participation à des réunions hebdomadaires et à d'autres manifestations spéciales.

Un avantage du projet *STOP* est que la plupart des activités ont été peu dispendieuses jusqu'ici. Le plus grand coût serait les heures innombrables que les volontaires ont dû consacrer à la planification et à la réalisation d'activités qui leur apportent tant de satisfaction.

Essentiellement, on a utilisé une quantité énorme de papier pour les dépliants, la correspondance et les envois pour annoncer nos concours. Les autres dépenses concernent l'affranchissement, le transport pour prononcer des conférences et assister à des activités spéciales, ainsi que les honoraires de conférenciers invités.

Le projet poursuit un idéal altruiste : sensibiliser les jeunes de partout à la nécessité d'accepter les différences dans notre société contemporaine. Même si le projet *STOP* provoque l'éloge des adultes, il continue d'être axé sur les jeunes qui sont les chefs de demain.

Effets sur les élèves

De toute évidence, la réussite du projet a eu des effets positifs considérables sur les élèves participants. Le succès des activités qu'ils ont proposées a fortement rehaussé leur estime d'eux-mêmes. Des centaines et même des milliers d'élèves (et d'adultes!) en ont grandement profité. À en juger par les marques d'appui, exprimées de vive voix ou par correspondance, partout en Alberta et ailleurs, le projet *STOP* a déjà eu une incidence considérable sur la jeunesse.

Évaluation

En raison de son caractère unique, les méthodes formelles d'évaluation ne conviennent pas. Les élèves qui participent activement au projet *STOP* comptent donc beaucoup sur une auto-évaluation permanente, officieuse et, forcément, subjective. De plus, ils sont toujours encouragés à communiquer leurs idées et leurs opinions d'une manière franche et honnête afin de guider et d'évaluer les progrès des activités.

Conclusion

L'aspect le plus excitant du projet est peut-être qu'il motive les jeunes gens à se servir de leurs facultés intellectuelles et de leur capacité d'expression pour exercer une influence positive sur leur milieu. Et leur message est bel et bien reçu. Il est rafraîchissant de voir un si grand nombre d'élèves se consacrer à des expériences scolaires qui ont pour

but de promouvoir une cause sociale importante. Le projet *STOP* donne aux élèves un sentiment de fierté et leur fait découvrir la puissance de leurs idées et de leurs paroles.

NATIONAL AWARD FOR GREAT MERIT

Name and address of teacher: 89-6

Debby Noble
General Delivery
Deschambault Lake, Saskatchewan
S0P 0C0

Debby Noble

Name and address of school:

Kistapiskaw School
Deschambault Lake, Saskatchewan
S0P 0C0

Title:

NATIVE ART SLIDE LIBRARY PROJECT

Introduction

The *Native Art Slide Library project* is designed to improve programs and learning resources in grades 5-12 throughout the school division. The project is intended to be used to further the aesthetic education of our students and to provide the resource materials needed to instruct and motivate students in this area. The *Native Art Slide Library* can be used to teach art, social studies and language arts.

As I work with Native students, I focussed on a topic that would be of interest to them and improve their self-concept as well. I have always enjoyed art and art history and felt that viable artistic expression is a testimony to the strength of a culture, emotionally, spiritually and often economically.

Characteristics of Students

The students the project was initially designed for are native Indian children whose first language is Cree. The grades 5-12 students range in age from 10 to 21. They live in isolated communities scattered across northern Saskatchewan. The community I teach in is a 3 1/2 hour trip by car from Prince Albert (with half of that distance on poor dirt roads). Due mainly to lack of opportunity and very limited access to resources the students displayed a lack of knowledge of any art history. They enjoy art and are very creative students. Art class provides them with the opportunity to achieve outside of the stress of

a second language. Unfortunately, the students rarely got the chance to see how other artists solve the problems of the creative process. Their lively curiosity and interest in art inspired me to initiate my project.

Objectives

The main objectives of the project are to:

1. assist in fulfilling the students' need for knowledge in the visual arts of Native Canadians;
2. develop an appreciation of the importance and beauty of the students' own culture;
3. motivate students in their interpretation of time-honoured themes through their own work;
4. explore the students' beliefs and feelings and to heighten their awareness of the value and need for creative expression of all peoples;
5. interpret art work of Native artists and to make aesthetic judgements based on the quality of the work;
6. guide and enhance art instruction;
7. introduce students to art in galleries in their own and other communities;
8. provide a package of instructional material for the teachers of grades 5-12;
9. facilitate the dispersal of resource materials throughout Northern Lights School Division.

Description

This project is intended to be used as a resource and teaching aid for art and other related subjects such as Social Studies and Language Arts. It is an introduction to the forms, varieties and methods of Inuit and Indian artistic traditions. The project includes three ring binders of slides with a short text to accompany each slide. The slides are grouped into categories such as: Prehistoric and Historic Inuit Art, Modern and Inuit Sculpture and Printmaking, Plains Indian Art, Woodland Indian Art, West Coast Art, Contemporary Native Art, American Indian Art and Textile Arts; beading, quillwork, basketry and weaving. The slide texts point out some of the significance of each work artistically, socially etc. At the end of each group are suggestions for relevant follow-up lesson ideas and art projects. There is a vocabulary list of terms, further resources and references. Books, filmstrips, prints and posters are teaching aids included with the project.

I have tried to present a wide-ranging survey of Native Art in Canada that helps to fill the gap in arts educational material relevant to teachers in situations similar to my own. I feel that the project would be useful to art teachers anywhere in Canada. It offers a comprehensive package of unit plans/lesson ideas for several grade levels. There is enough material for at least two years of art classes. It is easy for teachers to use and can be adjusted to fit different ages and abilities of students. I felt that teaching art without viewing good art is like trying to teach reading and writing without literature. I hope my project has helped art teachers and students become aware and appreciative of the wealth of Native Art.

Impact on Students

The students are very interested in the artwork featured in the slides. The slides of art generate discussion and debate on a wide range of topics. The students get more out of a subject if they can see it in a relevant 'whole' way with many possible tangents in history, geography, language arts as spin-offs from topics touched on in this project. The work viewed in the slides inspires students to create their own art and to tackle problems of the creative process. Since part of the project includes slides of the work of local crafts people, pride and respect in their own artistic heritage is developed. Feedback from teachers and students has been positive.

Evaluation

The use of slides is motivating and interesting to students who don't have a chance to go to art galleries to see art. This project may be used for teacher-directed instruction or the students may use sections of it for self-directed independent learning. It is not intended that the text be strictly adhered to. The information on the slides can be adjusted to suit the knowledge and abilities of the students concerned. Teachers who have used parts of the project have found it interesting and useful, especially those who lack art training themselves.

Conclusion

My goal in making the *'Native Art Slide Library'* was to help teachers and students heighten their awareness and appreciation of art, to make our lives more enjoyable and to assist students to become thinking, problem-solving, creative individuals. I hope my project will go a little way to encourage Canadian teachers and students to treat Native Art with the wonder and respect it deserves.

BOURSE NATIONALE POUR MÉRITE NOTABLE

Nom et adresse de l'enseignante : 89-6

Debby Noble
Livraison générale
Lac Deschambault (Saskatchewan)
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Debby Noble

Nom et adresse de l'école :

École Kistapiskaw
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Titre :

PROJET DE DIAPOTHÈQUE D'ART AUTOCHTONE

Introduction

Ce projet a été conçu afin d'améliorer les programmes et les ressources didactiques pour les élèves de la 5e à la 12e année dans toute la division scolaire. Il vise à compléter l'éducation esthétique de nos élèves et à fournir le matériel nécessaire pour leur enseigner et les motiver à cet égard. La *diapothèque* peut aussi servir pour l'enseignement des arts, des études sociales et des disciplines linguistiques.

Comme je travaille avec des élèves autochtones, j'ai cherché un sujet qui les intéresserait et qui améliorerait leur image d'eux-mêmes. J'ai toujours aimé l'art et l'histoire de l'art, et je crois qu'une expression artistique viable témoigne la force d'une culture sur les plans émotif, spirituel et, souvent, économique.

Caractéristiques des élèves

Le projet a été conçu à l'origine pour des élèves autochtones de la 5e à la 12e année, âgés de 10 à 21 ans, dont la langue maternelle est le cri. Ils vivent dans des communautés isolées du nord de la Saskatchewan. La communauté où j'enseigne se trouve à trois heures et demie de Prince Albert (dont la moitié du trajet sur de mauvaises routes de terre). En raison surtout du manque d'occasions et d'un accès très restreint aux ressources, les élèves ont peu de connaissances en histoire de l'art. Pourtant, ils aiment l'art et font preuve de beaucoup de créativité. Les cours d'art leur donnent l'occasion de

réussir sans le stress qu'impose l'usage d'une langue seconde. Malheureusement, les élèves ont rarement eu l'occasion de voir comment d'autres artistes ont résolu les problèmes de création. Leur curiosité et leur intérêt prononcés pour l'art ont inspiré ce projet.

Objectifs

Voici les principaux objectifs du projet :

1. aider à répondre aux besoins des élèves en ce qui concerne la connaissance des arts visuels des artistes autochtones canadiens;
2. faire apprécier l'importance et la beauté de leur culture;
3. motiver les élèves à interpréter à leur manière des thèmes traditionnels dans leurs travaux;
4. faire exprimer aux élèves leurs convictions et leurs sentiments, et les rendre plus conscients de la nécessité et de la valeur de l'expression créative pour tous les peuples;
5. faire interpréter des oeuvres d'art autochtones et poser des jugements esthétiques sur la qualité de celles-ci;
6. orienter et améliorer l'enseignement de l'art;
7. faire connaître aux élèves les oeuvres d'art présentées dans les galeries de leur communauté et ailleurs;
8. fournir un ensemble de matériel pédagogique pour le personnel enseignant de la 5^{e} à la 12^{e} année;
9. faciliter la diffusion du matériel dans toute la division scolaire Northern Lights.

Description

La *diapothèque* a pour but de servir de ressource et d'aide pédagogique pour l'enseignement de l'art et de sujets connexes comme les études sociales et les disciplines linguistiques. Il s'agit d'une introduction aux formes, aux variétés et aux méthodes des traditions artistiques inuites et autochtones. Les diapositives accompagnées d'un bref texte sont présentées dans une reliure à anneaux. Elles sont regroupées par catégorie, par exemple : l'art inuit préhistorique et historique; l'art de la côte Ouest; l'art autochtone contemporain; l'art amérindien et les arts textiles; le travail des perles, la broderie aux piquants de porc-épic, la vannerie et le tissage. Les textes accompagnant les diapositives signalent certains aspects importants de chaque oeuvre sur le plan artistique, social, etc. Chaque groupe de diapositives se termine par des suggestions de leçons et de projets artistiques complémentaires. S'y ajoutent des listes de termes, d'autres ressources et d'ouvrages de référence. Des livres, des films fixes, des gravures et des affiches complètent l'ensemble.

Effets sur les élèves

Les élèves s'intéressent vivement aux oeuvres qui figurent sur les diapositives et ils sont ainsi amenés à discuter de divers sujets. Ils apprennent davantage quand ils peuvent percevoir le sujet traité comme un "tout" et faire des liens avec l'histoire, la géographie et les disciplines linguistiques. Les oeuvres étudiées les inspirent à créer eux-mêmes et à s'attaquer aux problèmes de création. Comme les diapositives comprennent certaines oeuvres d'artisanat de la population locale, les élèves apprennent à être fiers de leur patrimoine artistique et à le respecter. Les observations des élèves et du personnel enseignant ont été positives.

Évaluation

L'utilisation des diapositives permet de motiver et d'intéresser des élèves qui n'ont pas la chance de visiter les galeries. Le personnel enseignant peut s'en servir pour structurer ses cours **ou** les élèvent peuvent utiliser certaines sections pour de l'étude personnelle. Il n'est pas nécessaire de suivre le texte à la lettre; on peut adapter les renseignements aux connaissances et aux capacités des élèves visés. Les membres du personnel enseignant qui ont utilisé les diapositives les ont trouvées intéressantes et utiles, surtout ceux qui ne possédaient pas de formation artistique.

Conclusion

Je voulais, par la *diapothèque d'art autochtone*, aider les élèves et le personnel enseignant à mieux connaître et à mieux apprécier l'art, rendre nos vies plus agréables et aider les élèves à devenir des individus qui savent réfléchir, créer et résoudre des problèmes. J'espère que mon projet saura encourager un peu les élèves et le personnel enseignant canadien à traiter l'art autochtone avec l'émerveillement et le respect que celui-ci mérite.

NATIONAL AWARD FOR GREAT MERIT

Name and address of teacher: 89-7

Kevin Stonefield
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Kevin Stonefield

Name and address of school:

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Title:

SPEED -- SPECIAL PHYSICAL EDUCATION AND EXERCISE DEVELOPMENT

Introduction

The *SPEED program (Special Physical Education and Exercise Development)* is the result of hard work and student understanding. The program offers Physical Education and Fitness to an academic grade 11 Physical Education class, as well as a Special Education class, containing mentally and physically handicapped children. *SPEED* offers mentally and physically handicapped children the opportunity to take part in a regular physical education class. The children are supervised by the Physical Education teacher, but the instruction comes from the regular stream students. This project allows integration between the two groups. This is the opportunity for students to learn, understand and appreciate the time that the grade 11 students are giving. In the end, the community life at the school and in town gain because people are better educated than they were before. As well, the fitness levels of both groups is greater.

Characteristics of Students

In this project the students teaching Physical Education are a grade 11 class, 16-18 years of age. The Special Education class ranges in age from about 15-25, and consists of two down's syndrome children, one of which cannot speak, two mentally handicapped children, one schizophrenic with autistic tendencies, and a young man who is a

hydro-cephalic, and is limited to movement as he is small and confined to a wheel chair.

This program is acceptable for use with most mentally handicapped children, at least to the point of being trainable. If the special needs child is severely retarded, or profoundly retarded this program could still be used, however, it would have to be modified. The students are old enough in the grade 11 class, for the special needs children in Souris High; however, a grade 12 class might be used for a larger group, or a more mixed group of different levels of mental retardation.

Objective

The objective of this program is to provide physical education to two distinctly different groups, at the same time, in order to develop the more important ideals of integration and mainstreaming of special needs children into the community. Something has to be done to educate people in respect to special needs children. The *SPEED* program allows first hand contact between the community members of the future and the special needs people of the same future. Educating the young, will lead to a better understanding, and a more tolerant and understanding society when they grow old.

Description

The intent of the program is to provide and allow the Special Education class of Souris Regional High (consisting of mental and physically handicapped children) an opportunity to take part in a constructive and enjoyable physical education program in an environment conducive to learning. A group of regular academic students is responsible for coming up with activities, lesson plans, skills and evaluations of the skills. Materials are given to each child and they are responsible for building a unit lesson and presenting it by instruction. The grade 11 class runs three days in the gym, two days in the class. During class time each grade 11 student develops his/her unit to teach. There is instruction from the teacher on skills that can be used, levels of fitness that should be attained, how the children are going to present the material etc. In the classroom situation, the grade 11 students are taught about diseases like multiple sclerosis, muscular dystrophy, epilepsy, diabetes as well as others. The focus on the grade 11 student is to become familiar with physical, mental and emotional problems of others and to teach them not to shy away, but conversely, to get active and help integrate these people.

The grade 11 student is responsible for:

1. making a proposal in writing to the classroom teacher;

2. giving a written explanation of how well the unit taught went, its good points and bad points, what could have been done better and what might have been cut out of the program;

3. giving an oral report on the same topic so the students who follow will have guidelines.

The intent of the *SPEED* program is not to supply an alternative to the regular grade 11 Physical Education program, but supplement the regular program and give the students a chance to broaden their knowledge of exceptional children by having first-hand experiences with them.

The students learn how to deal with emotionally disturbed children, socially unaccepted children as well as physically and mentally handicapped children.

Impact on Students

The students involved were pleased with the outcome of the *SPEED* program. The material covered and the experience gained through hands-on instruction were unsurpassed. Also the fitness levels of the grade 11 students greatly increased.

The Special Education class also benefited. They too were able to increase their level of physical fitness, but more importantly, each child was able to make a friend with a grade 11 student. The special needs child was made to feel welcome and a regular human being.

Evaluation

The method of evaluation varies from group to group depending on the objective of the skills, and the level that may be obtained. The class in general is tested three times, as they are required to do the Canadian Fitness Test. The test is administered at the beginning of the course, the middle, and at the end. There should be a substantial difference in improvement of physical fitness. The testing of skills depends on the expectations of each group unit lesson. Suggestions on testing may be obtained from the Physical Education teacher; however, it is of more benefit to the grade 11 students if they come up with a valid means of testing their students progress. Modified skills tests may be used if the groups cannot come up with new ideas.

Conclusion

In conclusion, I would like to say that the project was a success, and that if a group of people were seriously interested in trying to implement such a program, I would be more than happy to give a hand. The experience was great for all involved. I was able to see both groups get physically educated, as well as see an understanding develop in every child that participated. The *SPEED* project was a tremendous success, emotionally and physically.

BOURSE NATIONALE POUR MÉRITE NOTABLE

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Titre :

"SPEED" – EXERCICES ET ÉDUCATION PHYSIQUE POUR LES ÉLÈVES EN DIFFICULTÉ

Introduction

Le programme *SPEED* pour les élèves en difficulté est le résultat d'un travail ardu et d'une compréhension des besoins des élèves. Le programme d'éducation et de conditionnement physiques s'adresse à des élèves de 11e année du programme général ainsi qu'à des élèves en difficulté dont certains souffrent de handicaps physiques et mentaux. Le programme *SPEED* offre à ceux-ci la possibilité de participer à un cours ordinaire d'éducation physique. L'enseignant responsable supervise les enfants, mais ce sont les élèves ordinaires qui assurent l'enseignement. Le programme permet donc d'intégrer les deux groupes. Les élèves peuvent apprécier le temps que leur consacrent les élèves de 11e année. En fin de compte, la vie à l'école et dans la communauté en bénéficie puisque la population devient plus sensibilisée qu'auparavant. De plus, la condition physique des deux groupes s'améliore.

Caractéristiques des élèves

Les élèves de 11e année qui enseignent l'éducation physique sont âgés de 16 à 18 ans. Les élèves en difficulté ont de 15 à 25 ans; parmi le groupe, deux enfants souffrent du syndrome de Down, un enfant ne peut pas parler, deux souffrent de déficience mentale, un enfant schizophrène a des tendances autistiques et un jeune homme

hydrocéphale se déplace difficilement parce qu'il est de petite stature et confiné à un fauteuil roulant.

Le programme, qui convient pour des enfants déficients mentaux moyens, peut être adapté pour des enfants souffrant de déficience mentale profonde. Les élèves de 11e année sont suffisamment âgés pour s'occuper des enfants en difficulté de l'école secondaire Souris. Toutefois, on pourrait avoir recours à des élèves de 12e année, si le groupe comptait plus d'élèves en difficulté ou s'il était moins homogène au point de vue de la déficience mentale.

Objectifs

Le programme vise à offrir simultanément des cours d'éducation physique à deux groupes très distincts, pour atteindre l'idéal important de l'intégration communautaire des enfants en difficulté. Il est nécessaire de sensibiliser les gens à l'égard des enfants en difficulté. Le programme *SPEED* permet des contacts directs entre les membres de la communauté de demain et les personnes en difficulté qui feront aussi partie de cette communauté. Si l'on sensibilise les jeunes, ils comprendront mieux le problème et seront plus tolérants plus tard.

Description

Le programme a pour but de permettre aux élèves en difficulté (souffrant de handicaps physiques et mentaux) de l'école secondaire régionale Souris de faire l'expérience d'un milieu constructif et agréable, propice à l'apprentissage. Le groupe d'élèves ordinaires se charge d'élaborer des activités et des plans de leçon, de déterminer les aptitudes à développer et les moyens d'évaluer celles-ci. Tous les élèves de 11e année reçoivent du matériel pour préparer une unité d'apprentissage qu'ils doivent enseigner. Ils enseignent trois jours dans le gymnase, puis travaillent deux jours en classe pour élaborer l'unité. L'enseignant indique les aptitudes qui peuvent être développées, le degré de condition physique qui devrait être atteint, la manière de présenter le matériel, etc. Il donne aux élèves de 11e année des notions au sujet de maladies comme la sclérose en plaques, la dystrophie musculaire, l'épilepsie, le diabète, etc. Les élèves cherchent à se familiariser avec les problèmes physiques, mentaux et émotifs des élèves en difficulté et apprennent à ne pas être intimidées par eux, mais à jouer au contraire un rôle actif et à faciliter leur intégration.

Les élèves de 11e année doivent :

1. présenter une proposition écrite à l'enseignant titulaire;

2. expliquer par écrit la façon dont l'enseignement s'est déroulé, les points forts et les points faibles de l'unité, les améliorations possibles et les éléments à retrancher du programme;

3. présenter un rapport oral sur le même sujet pour que les élèves de l'année suivante aient des lignes directrices.

Le programme *SPEED* n'a pas pour but d'offrir un cours parallèle au cours d'éducation physique de 11e année, mais plutôt de compléter celui-ci et de donner l'occasion aux élèves de mieux connaître les enfants en difficulté grâce à des contacts directs avec eux.

Les élèves apprennent comment se comporter avec des enfants perturbés socio-affectifs, handicapés physiques et mentaux, et mésadaptés.

Effets sur les élèves

Les élèves participants ont été satisfaits des résultats. La matière étudiée et l'expérience acquise sont insurpassables. De plus, la condition physique des élèves de 11e année s'est beaucoup améliorée.

Les élèves en difficulté en ont aussi profité. Ils ont amélioré leur condition physique mais, ce qui est plus important, chacun d'eux a pu se lier d'amitié avec un élève de 11e année. Les enfants en difficulté se sont sentis bien accueillis et traités comme des personnes ordinaires.

Évaluation

Le mode d'évaluation varie d'un groupe à l'autre en fonction de l'objectif des aptitudes enseignées et du degré de maîtrise pouvant être atteint. Conformément au test canadien de condition physique, le groupe est habituellement évalué trois fois : au début, au milieu et à la fin du cours. On devrait noter une amélioration marquée de la condition physique. Les tests d'aptitudes sont établis en fonction des attentes de chaque groupe par rapport à l'unité enseignée. L'enseignant responsable de l'éducation physique peut offrir des suggestions à cet égard; il est toutefois plus profitable que les élèves de 11e année trouvent eux-mêmes un moyen valide d'évaluer les progrès. Si les groupes ne trouvent pas d'idées nouvelles, on peut utiliser des tests d'aptitudes modifiés.

Conclusion

J'aimerais souligner que le programme a été couronné de succès et que je serai heureux d'aider tout groupe qui envisage sérieusement de

mettre en oeuvre un programme du genre. L'expérience a été formidable pour toutes les personnes en cause. Les deux groupes ont fait de l'éducation physique et chaque enfant a acquis une meilleure compréhension. Le projet *SPEED* a été une réussite remarquable sur les plans émotif et physique.

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89-8

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Lois Adams, Linda Smith, David Miles

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Title:

"OFF THE WALL CATERING" -- An Integrated Life Skills Program for Special Needs Children

Titre :

"SERVICE DE TRAITEURS UNIQUE EN SON GENRE" - Programme intégré de préparation à la vie quotidienne pour les enfants en difficulté

Introduction

"Off the Wall Catering" project is a program designed to emphasize life skills and social development with special education students. The project is designed to instill in the students a sense of self-worth and satisfaction in a definable and finite activity. As many aspects as possible of the curriculum are incorporated in the

Introduction

Le projet *"Service de traiteurs unique en son genre"* a été conçu pour accroître l'autonomie fonctionnelle et favoriser le développement social des élèves en difficulté. Le projet vise à donner aux élèves un sentiment de satisfaction et de fierté, dans le cadre d'une activité définie et limitée. Il intègre le plus grand nombre

project to bridge their perceived gap between school work and the real world which they know. As a result of the program the students achieve more self-esteem and self-confidence in their ability to do a valid and worthwhile activity.

possible d'éléments du programme d'études afin de les amener à voir le lien entre le monde réel et le monde scolaire. Grâce au projet, les élèves accroissent leur estime d'eux-mêmes et leur confiance en leur capacité d'accomplir une activité utile et importante.

Characteristics of Students

Ten special needs children with a variety of behavioural, emotional, social and educational problems participated in the program. These students were integrated to varying degrees and received assistance from either the special education or resource teacher. These children had been retained at least one year and lacked motivation to achieve. All suffered from a lack of self-confidence and low self-esteem. The children had few opportunities for success. There was a lack of group cohesiveness and cooperation demonstrated by the children too. A number of these students were behavioural problems. Several of the children were undernourished and this program provided an opportunity to ensure they received at least one good meal a week.

Objectives

The objectives of the program are to:

1. allow the children to experience success;
2. boost self-confidence and self-esteem;
3. teach appropriate social behaviour in a nonacademic setting;
4. teach time and money management and organizational skills;
5. encourage cooperative behaviour and a sense of responsibility;
6. combine reading, math and life skills programs in a way that had meaning for the children;
7. teach skills which would be applicable to the job market;
8. increase the profile of Special Education within the school;
9. foster an increased rapport between staff and students;
10. introduce children to a variety of ingredients and cooking terms;
11. allow the children to be exposed to a variety of food tastes and textures.

Description

"Off the Wall Catering" is a project designed to offer special education students the opportunity to participate in an activity that increases self-confidence and self-esteem.

The students involved in the project operated a weekly catering service, providing hot meals at noon hour, to the teachers and support staff of Sherwood School. In doing so, the students were involved in every aspect of the service.

The weekly schedule was as follows:

On **Monday** mornings the menu and price was posted with a sign-up sheet in the staff room for teachers to place their orders.

On **Tuesday** mornings the students reviewed the recipe, acquainted themselves with any unfamiliar terms, and broke it down into various tasks and assigned responsibilities. A large master list of these responsibilities was then posted in the kitchen for the students to refer to as necessary on Thursday mornings.

Wednesday mornings were spent by the students collecting money from those teachers registered for Thursday's meal. In conjunction with the teacher or teacher assistant, the students determined amounts of ingredients needed. The students then went shopping for supplies with their teacher. The students who did the purchasing were taken to a bank where accounts had been opened by them. These children were paid a nominal fee each week. Although the funds belonged to the students the accounts were cosigned by their teacher. The students who were in grade 6 used their money to fund their June field trip.

Thursday mornings the children went to the kitchen and prepared the week's menu. Each child had a pre-assigned task or tasks to complete. At noon hour the children delivered the meals to those teachers who had signed up for that week.

The success of the venture was evident from the increased self-esteem of each child involved. Collectively they were doing something the 'regular' children were not and doing it well. Success is a strong motivator and the resulting self-confidence carried over into their other school endeavours. Reading and math were no longer tasks but activities with a purpose and a goal - that of a meal well-prepared and therefore well-received by their customers.

The project was beneficial and enjoyable for both students and staff members and improved relationships between the two. It placed the possible achievements of these students in a public and favourable light. It provided the teacher with a way of 'normalizing' children who had been identified as different in a negative manner. This project

highlighted for both their peers and teachers what achievements these children could make when given the right opportunity.

Impact on Students

The impact on the students was multi-dimensional because it addressed physical, social, behavioural, emotional, and educational needs. Significant improvement was noted in the following areas:

- increased motivation to learn and apply the skills and behaviours developed;
- heightened self-esteem and self-confidence;
- improved social skills and increased cooperative behaviour;
- internalizing of time and money management skills as a necessary and integral part of life, through food preparation deadlines, grocery budgetting and establishing personal bank accounts;
- gaining of job-related skills which will provide them with future employment options;
- greater appreciation for the members of the food and service industries through visits to various establishments.

Conclusion

The success of *'Off the Wall Catering'* can only be judged by the effect on the students. To see children previously turned off to school excited every day by the process of planning and organizing each week's endeavour was a thrill. The ramifications are still ongoing and those children who have moved on to Junior High have taken that enthusiasm with them into the Home Economics program and are experiencing continued success there. Those left at the elementary level are anxiously anticipating the opportunity to repeat this project. Surely this can only be a testimony of the power of student-directed teaching.

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Marion Albers-Bagshaw

Title:

IMPLEMENTATION OF A BEHAVIOUR MODIFICATION PROGRAM FOR EMOTIONALLY DISTURBED, LEARNING DISABLED CHILDREN

Introduction

On January 31, almost midway through the school year it became apparent that the children we had placed in Level II in the hopes that they were "late bloomers" were not only not flowering but developing into choking weeds.

We decided to take the twelve students who were classified Learning Disabled and Socio-emotionally disturbed out of the integrated situation and form a special class. In this environment we hoped to be able to remedy lagging academic skills and foster social behaviours more conducive to a happy, healthy school career.

Titre :

MISE EN OEUVRE D'UN PROGRAMME D'AMÉLIORATION DU COMPORTEMENT POUR ENFANTS CARACTÉRIELS EN DIFFICULTÉ D'APPRENTISSAGE

Introduction

Le 31 janvier, vers le milieu de l'année scolaire, il est devenu apparent que les enfants placés au niveau II comme des "fleurs à épanouissement tardif", n'arrivaient pas à "éclore" et devenaient même de "mauvaises herbes envahissantes".

La décision a alors été prise de sortir de la classe ordinaire les douze élèves classés comme perturbés socio-affectifs en difficulté d'apprentissage et de les mettre dans une classe spéciale. Nous souhaitions ainsi faire le rattrapage nécessaire sur le plan des aptitudes intellectuelles et favoriser des comportements

I was to be the teacher for the group. I was enthusiastic and reasonably confident that fifteen years of teaching experience would serve me well.

sociaux plus propices à une vie scolaire saine et heureuse. On m'a donné la charge de ce groupe. J'étais enthousiaste et raisonnablement certaine de pouvoir m'appuyer sur mes quinze années d'expérience.

Characteristics of Students

The students, aged 7 to 9, were mainly from single parent homes. The unemployment rate among the parents was very high. Alcoholism, physical and mental abuse were common place in many homes, as unfortunately was sexual abuse. English Social Services are very limited in our area and many of our students who require specialized services do not receive them.

The six boys and six girls in my class were from this environment and each brought with him/her a very large variety of very special needs. Acting out behaviours, anger, aggression, hostility, depression all had a very high incidence in this group. Some children were of high average intelligence and severely learning disabled. All were virtual non-readers who in a short year and a half of unsuccessful academic learning had become failure expectant.

Objectives

The first day I entered my classroom, I observed erratic, aggressive, hostile behaviour, inability to sit quietly in one's seat for more than a few minutes, complete lack of attention span, more movement than a normal class experiences in one month. The children did not know how to converse, they yelled at each other. They had a complete and utter aversion to anything academic.

My goal was to change all of this. By observing and charting I was able to establish a baseline of objectives for a Behaviour Modification Program. My main objectives then became to create and foster "learning behaviour" in my students. Once I had their attention my second objective was to teach them.

Description

How to do it? First of all I got the children involved in and enthusiastic about participating in the program. I used food for bribery. My system allowed them to win pins that could be applied towards the

earning of a reward or prize. In the beginning pins were easily won and rewards were frequent and coveted. Academic achievement and social demands were minimal. As the children grew in confidence and in trust, I was able to increase my demands and give fewer rewards.

I attribute the success of the program with these "Special" children to the therapeutic approach I used with my kids. They knew I understood their biological and environmental inheritance. I tempered my demands with a consideration for what I knew was lacking or disturbing in their background. I was quiet, consistent and controlled in my interactions with them and was able to establish a sense of trust. The trust helped us to begin true remediation using a programmed learning approach. I learned how to intervene when aggressive acts were in progress and to change their moods from angry to happy and relaxed with a small charade. We became friends as well as teacher and pupils.

The following are considerations the practising of which I feel have been paramount in the success of my Behaviour Modification Program.

1. Children are all individuals with individual differences. To deal effectively with kids, we should be familiar with their biological inheritance and their environmental inheritance. A child whose parent is dyslexic will sometimes exhibit the same difficulty.

   Children are often accused of not listening, being lazy, etc. These kids may have learning disabilities that inhibit learning by regular channels. They may require that extra patient explanation again and again. Success one day may not necessarily continue the next day. A child who's home is unstable will often be emotionally upset and it will be reflected in his/her behaviour and work or lack of same.

   It does little good to tell a child to be "responsible" or "honest" when nowhere in his/her growing up years at home has he/she had "responsible" or "honest" modeled for him/her.

2. When dealing with children a quiet, consistent, controlled approach is best. This tempered with understanding helps to relax even the emotionally disturbed child, who often encounters the complete opposite in his/her home and sometimes even in his/her other classes.

3. Children who are frustrated and/or angry tend to be aggressive. If a child commits an act of aggression and is chastised

with anger or even impatience, the resulting guilt created in the child usually creates anxiety, and this anxiety manifests itself in another act of aggression and thus the cycle continues. The guilt feeling must not be allowed to develop. A quiet teacher intervention, such as, "You must have been very angry. Let's talk about it," will usually be effective in initiating thoughts and hopefully a discussion about the motives for the initial behaviour.

4. When working with special children it is necessary to reexamine priorities. For example, many of these kids can't sit still. Listening behaviour may include walking around, playing with small articles, holding a stuffed toy. Try to overlook many of those seemingly distracting behaviours and realize that many of these kids cannot concentrate without them.

5. These children, perhaps due to their home environment and/or previous academic difficulties have become failure expectant. Therefore, it is necessary to build a relationship of trust between student and teacher that will aid in allowing the student to begin slowly to re-attempt tasks. A programmed learning approach is best.

6. Sometimes conflict erupts in the classroom between two or more students. To interrupt this behaviour try a dramatic unexpected distraction. For example dance between them, break into song, fake an attack of some kind. The children will respond with surprise and usually humour and the teacher has effected the desired intervention.

7. Let the student know clearly what the expectations are in all areas and praise success. Try as much as possible to ignore that which is undesirable behaviour. Remember that dismissal from class at the end of a lesson or day is very positive reinforcement, so it should occur only at a moment when behaviour is very positive, that is, the kids are prepared and quiet.

8. Teachers react to students in many ways. A response to a child's behaviour which is continuously negative or non-productive needs to be examined and re-examined by the teacher. The response must be modified to one which will help the child through his/her difficulties.

9. Many children who come from troubled homes find the task requirements of a well-structured classroom to be very therapeutic. It is a place where the demands are so clear and complete they are able to immerse themselves in the task at hand and for a while forget their problems. It is very important that this classroom environment be the most nurturing in all respects that the teacher can provide.

Impact on Students

This year I have the same group of children again. We still use the pin board to help the children through upsetting times. Although our classroom environment is pretty constant and as nurturing and relaxed as I can manage, at home things are still the same for my students. Now six months later all are reading. Eight are Level II readers the others are just finishing Level I. My kids like themselves. They understand that they have learning difficulties and are overcoming them. They have learned caring and consideration for others. We rarely have altercations in class anymore. My kids help each other and are proud of their group. Acting out and disturbing behaviour still occur but are much less frequent and are of very short duration.

Conclusion

Considering the increasing number of disturbing children the regular classroom teacher must interact with, it is important to have an available coping skill that is effective with many types of children. It is also important for us to re-evaluate our expectations and our methods if our education of these children is to be effective. Often the classroom must fill in where the home is lacking if the child is to have adequate preparation for a happy successful life.

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Titre :

LE CLUB DES HISTORIENS

Introduction

La dramatisation de l'histoire est l'approche pédagogique idéale pour éveiller l'intérêt des élèves à l'égard des événements et des sociétés du passé, les initier à la méthode historique et les amener à mieux comprendre l'histoire. La dramatisation favorise la participation active des élèves à leur démarche d'apprentissage, les incite à s'interroger, à chercher et à juger. Elle donne aussi l'occasion de s'exprimer et de communiquer avec leurs camarades.

Le Club des historiens, fondé en 1974, est une activité annuelle qui fait revivre les personnages historiques dans leur milieu et avec leurs problèmes.

Title:

THE HISTORIANS' CLUB

Introduction

Dramatization is the ideal approach to the teaching of history in order to stimulate the students' interest in events and societies of the past, to introduce them to the methodology of history and to develop an understanding of the subject matter. Dramatization promotes active participation by the students in their own learning process, encourages them to question themselves, to search and to judge. It also gives them the opportunity to express themselves and to communicate with their classmates.

The Historians' Club, founded in 1974, is an annual event which presents historical figures in their context, facing their specific problems.

Caractéristiques des élèves

Cette activité s'adresse à tous les élèves de la polyvalente, mais plus particulièrement à ceux du secondaire III, IV et V. L'âge des élèves varie de 14 à 17 ans. Les élèves s'inscrivent librement au Club, puisqu'on n'exige aucun cours préalable, et s'engagent pour toute l'année. Pour la troisième fois cette année, des élèves des 5e et 6e années y ont également participé. Les seules conditions requises sont la bonne volonté, la persévérance et le temps.

Objectifs

Le Club des historiens a pour but d'amener les élèves à aimer davantage l'histoire de leur pays (Canada), à approfondir une période choisie, à s'initier à la démarche historique, c'est-à-dire la recherche, l'analyse et la synthèse, à écrire dans un français correct, à jouer un rôle en public, à prendre des responsabilités et, enfin, à mieux faire aimer et connaître cette période de l'histoire aux autres élèves. Lors des premières rencontres, les élèves choisissent une période de l'histoire du Canada, puis déterminent le sujet de recherche. Je les aide à faire ce choix en leur signalant les sujets trop difficiles ou ceux pour lesquels il n'y a pas suffisamment de documentation. Les résultats de recherche sont présentés sur des fiches documentaires regroupées selon les catégories suivantes : politique, économique, sociale, religieuse et culturelle. Vient ensuite la rédaction du scénario et le choix des personnages historiques, réels ou vraisemblables. Les élèves sont ensuite regroupés en trois équipes : composition, décors et costumes, et publicité. Les répétitions ont lieu après les heures de cours. Puis vient enfin le grand soir : la représentation devant le public. Celui-ci varie car, depuis deux ans, il y a deux clubs des historiens. Le premier compose une pièce qui s'adresse aux adultes et aux adolescents alors que le deuxième compose, pour les élèves de l'élémentaire, une pièce qui tient compte des nouveaux programmes de sciences humaines à ce palier.

Effets sur les élèves

D'après leurs commentaires, les élèves aiment l'histoire présentée de cette façon et retiennent mieux la période étudiée. Ils prennent des initiatives et développent de nombreuses habiletés (p. ex. le dessin, la couture). Ils acquièrent de l'assurance et ont le goût de choisir l'histoire en secondaire V. Les jeunes de l'élémentaire désirent faire partie du Club un jour. Bref, il s'agit d'une expérience inoubliable pour eux.

Conclusion

Cette activité, unique en son genre au Québec, prend de plus en plus d'ampleur au fil des années. Elle permet non seulement d'atteindre les objectifs fixés, mais contribue aussi à la mise en oeuvre des nouveaux programmes de sciences humaines à l'élémentaire et à la promotion de l'école publique. Elle est enfin un bon exemple d'intégration, puisque le personnel enseignant de l'élémentaire collabore avec les élèves du secondaire.

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Titre :

PROJET D'ÉVALUATION FORMATIVE ET D'ENSEIGNEMENT CORRECTIF ASSISTÉ PAR ORDINATEUR

Introduction

Après avoir constaté un taux d'échec très élevé en mathématiques, nous avons décidé de mettre au point un projet qui, grâce à l'ordinateur, permettrait d'offrir un enseignement correctif et d'assurer l'évaluation formative des élèves. La technologie moderne (ordinateur, lectrice de feuilles, etc.), nous offre la possibilité d'assurer plus facilement la tâche énorme de préparation et de correction nécessaire pour améliorer le rendement des élèves.

Title:

COMPUTER-ASSISTED FORMATIVE EVALUATION AND REMEDIAL TEACHING PROJECT

Introduction

Given the high failure rate in mathematics, we decided to develop a project which, with the help of the computer, would make it possible to provide remedial teaching and to ensure the formative evaluation of students. Modern technology (computer, page-reader, etc.), makes it easier to carry out the enormous task of preparing and correcting exercises required to improve the students' performance.

Caractéristiques des élèves

Le projet s'adresse aux élèves du deuxième cycle du secondaire qui ont des difficultés d'apprentissage en mathématiques et qui ont constamment besoin d'assistance individuelle. Le projet adopte une nouvelle approche technologique afin de motiver ces élèves que les méthodes conventionnelles laissent indifférents.

Objectifs

Le projet, qui porte sur le programme de mathématiques 102, a pour objectif de diagnostiquer au moyen de l'évaluation formative continue :

1. dès le début de l'année, les faiblesses des élèves concernant le langage de l'algèbre;

2. les difficultés des élèves face à chaque objectif, tout au long de l'année.

Il vise également à offrir un enseignement correctif structuré, individualisé, diversifié et immédiat qui répond aux besoins des élèves qui ont été déterminés par l'évaluation formative.

Description

Dès le départ, les enseignants peuvent déceler les faiblesses au moyen de l'évaluation formative et dispenser l'enseignement correctif adapté aux besoins et au rythme de chaque élève qui éprouve des difficultés. L'évaluation formative est effectuée par ordinateur durant tout le cheminement pédagogique pour un objectif donné. L'enseignement correctif est assisté par ordinateur; une lectrice de feuilles et une banque de questions bien structurée permettent aux enseignants de vérifier chaque jour si les notions enseignées la veille ont été étudiées et comprises. Les résultats des tests révèlent les lacunes à combler et les leçons que les élèves doivent reprendre. C'est l'ordinateur qui dépiste les difficultés des élèves, leur donne des explications et vérifie, par des tests, leur compréhension. À la fin de la séance, l'ordinateur fournit un rapport complet à propos des élèves qui ont utilisé le programme : leur nom, leur faiblesse initiale, les leçons suivies, les concepts maîtrisés au cours des leçons, etc. Comme la salle compte quinze ordinateurs, elle permet de multiplier par quinze l'enseignement correctif que pourrait dispenser un seul enseignant. Cette méthode permet aussi d'améliorer fortement le rendement des élèves en difficulté, car elle diminue le temps requis pour la maîtrise des concepts.

Effets sur les élèves

Chaque élève reçoit une assistance individuelle et immédiate durant tout le processus d'apprentissage d'un concept précis de mathématiques. Les élèves peuvent mieux visualiser les concepts car l'ordinateur utilise tous les symboles mathématiques, des graphiques, de l'animation, des sons, etc. De plus, les élèves reçoivent une évaluation immédiate après avoir subi de petits tests sur l'acquisition d'un concept étudié ou affiché à l'écran. Ils peuvent évaluer leurs connaissances à n'importe quel moment, notamment pour déterminer leur degré de préparation en vue d'un test.

Conclusion

L'utilisation de l'ordinateur permet d'adapter l'enseignement correctif au rythme de progression et aux besoins particuliers des élèves. Outre son caractère très souple, l'outil informatique est une source de stimulation pour les élèves, car ils sont en interaction constante avec celui-ci. Les élèves sont plus motivés et progressent mieux. Les résultats de l'expérience sont très encourageants puisque le taux d'échec en mathématiques a diminué de dix pour cent chez les groupes d'élèves visés.

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Title:

KID PROOF -- A WHOLE LANGUAGE NEWSPAPER

Introduction

KID PROOF is a whole language publication designed to encourage elementary school children to read and write. In encouraging them to write, it provides a format where their written work can also be published. It motivates the child who doesn't want to write or read by giving him/her a purpose. *KID PROOF* focuses on other cultures and minorities living in Canada. Children have an opportunity to be part of the publication by contributing material for print and making suggestions as to what articles they would like to see in the future.

Titre :

"KID PROOF" -- UN JOURNAL FAVORISANT L'APPRENTISSAGE GLOBAL DE LA LANGUE

Introduction

KID PROOF est une publication favorisant l'apprentissage global de la langue, destinée à encourager les élèves du palier primaire à lire et à écrire. Elle leur offre l'occasion de faire publier ce qu'ils écrivent et motive les enfants qui n'aiment ni lire ni écrire, en leur donnant un but. On y met l'accent sur d'autres cultures et les minorités vivant au Canada. Les enfants peuvent participer en fournissant des articles et en faisant des suggestions quant à ce qu'ils aimeraient voir dans les numéros futurs de la publication.

Characteristics of Students

The project involved children from ages 7 to 14 inclusive. It included approximately 5,000 students enrolled in elementary, junior high school

across Saskatchewan, some schools in other provinces and the northern United States.

The project involved all types of students from slow learners to gifted.

Objectives

The objectives of the project are multifold:

1. To establish a publication with information and material suitable to the young reader;

2. To encourage elementary students to read;

3. To encourage young readers to write and submit their written work for publication;

4. To prepare the material in the publication in such a manner that it would fit well with the present curriculum and be a useful resources tool for teachers in the classroom;

5. To serve as a model for student produced newspapers;

6. To encourage students to be creative, and by being creative to develop their own communication skills;

7. To incorporate information from existing government agencies, universities, and private sources into useful material for elementary school students.

Description

In order to achieve our objectives we decided to design the publication to fit as comfortably as possible into the present elementary school curriculum. The publication was, therefore, divided into the major subject areas already taught in schools, (i.e., Math, Social Studies, Science, Current Events, English, Art). A central theme was chosen for each month (March -- eggs; September -- apples; October -- Halloween) and the subject areas related to the theme. Activities, jokes, tongue twisters, riddles and illustrations were dispersed throughout the publication.

To make the students feel as comfortable as possible with the publication special consideration was also given to its physical design as well as the content.

It was printed on 8 1/2" x 11" paper. The type was large and clear and of the quality usually found in textbooks. Important words were highlighted or printed in **bold**.

Colour and graphics were used extensively throughout.

Each month all material submitted for publication was received, reviewed, typeset, proofread, proofed again and submitted for print. It was then distributed by second class mail to the subscribers. The approximate monthly cost for production was $1,600. These costs were offset to some degree by subscriptions. To encourage subscriptions special rates were available to schools.

Response to the project has been very positive; it has introduced a new, flexible tool into the classroom. It encourages children to be creative and to submit their ideas, no matter how small, for publication.

Impact on Students

The impact on the students has been tremendous. Teachers and students tell us that they can't wait for the publication to arrive, that they read it from cover to cover. They also tell us that they feel it fills a real need for children in that age group since it now gives them a place to publish their material.

The majority of publications for children in this age group are American or else their editorial policy did not allow them to publish readers' submissions. This publication fills a gap.

Evaluation

Evaluation of the project has been by:

1. the increase in subscriptions per month;

2. the receipt of letters of encouragement from the Saskatchewan Department of Education, Quebec Department, teachers, parents and students, together with letters from other publications;

3. the increase in the number of submissions received each month from students;

4. the receipt of written queries from teachers and other individuals as to how they might establish a similar publication in their own jurisdiction.

Conclusion

In conclusion I can say that the publication has been very well received. It speaks to the need of every young child to read, write and be creative. From ages 7 to 14 years is a very critical time in a student's life. This publication gives children that age an opportunity to present their creative work for publication and to have it distributed across the province and other areas of Canada to their peers. The publication is very positive and up beat so it appeals to children, but it is also very educational.

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Title:

STOREFRONT SCHOOL: EDUCATION THROUGH COMMUNITY SUPPORT

Introduction

Many students leaving the school system to take their place in the world of work find the transition very difficult. They are often unprepared for the various demands and skills expected of them. For the mentally handicapped student, these obstacles are often insurmountable.

Storefront School, located in a large shopping centre, runs a program that provides an extra stepping stone for TMR and EMR students who are about to enter the job market. In addition to the

Titre :

PROGRAMME HORS ÉCOLE : UNE ÉDUCATION AVEC L'APPUI DE LA COMMUNAUTÉ

Introduction

Beaucoup d'élèves sortant de l'école éprouvent de grandes difficultés à faire la transition au monde du travail. Souvent ils ne sont pas préparés aux diverses exigences et ne possèdent pas les aptitudes attendues. Pour les déficients mentaux, ces obstacles peuvent être insurmontables.

Le programme hors école, dont les locaux sont situés dans un grand centre commercial, sert de marchepied aux élèves ayant des déficiences moyennes et légères, qui sont sur le point de faire leur

aspect of employability, the program initiates the long-range planning for successful integration into the community.

entrée sur le marché du travail. Le programme vise non seulement à les rendre employables mais aussi à faire de la planification à long terme pour leur intégration réussie dans la communauté.

The purpose of the Storefront School program is to enable the students to make a successful transition from school to community and to live the fullest, most independent lives possible.

Le programme hors école a pour but de permettre aux élèves de bien faire la transition de l'école à la communauté et de mener une vie aussi riche et indépendante que possible.

Characteristics of Students

In its first year, the Storefront Program had twelve mentally handicapped students. The students possessed the following characteristics:

1. ages 18-21
2. intellectually disadvantaged
3. from special needs classroom from both segregated and integrated settings
4. essential life skills necessary to meet the demands of Storefront (i.e., communication, transportation, self-care)
5. highly motivated towards more independence
6. require more support than offered by traditional work experience program
7. have potential to acquire many employable skills.

Objectives

The overall objectives of the Storefront program are to:

1. provide realistic work experience;
2. assess the suitability of various work settings for our students' needs and abilities;
3. prepare for a successful transition from school to community;
4. increase appropriate social skills in order that they may lead the fullest lives possible;
5. increase the students' survival skills so that they can function more independently;

6. improve their self-image and increase confidence which will lead tc the creation of more opportunities;

7. develop an awareness in the community of the potential contribution that mentally handicapped individuals can make.

Description

In order to fulfill the purpose of the Storefront Program, the students are provided with realistic work experience. Half of each day is spent on the job in stores and businesses in and around the shopping centre.

Job coaches are required for a few days every six weeks to train the students in their new jobs. A team of "gifted" senior students from local high schools volunteer for one or two days during this initial training period.

Through observation and liaison with employers, staff members are able to assess the students' suitability for employment in various settings. This knowledge has enabled staff to work with students in setting realistic career goals for themselves.

To prepare for transition to life in the community, students and their families are introduced to the wide variety of social, housing, recreational and advocacy services available to them. Students are encouraged to take advantage of as many of these as possible.

Half of the day is spent in the classroom. The purpose of the classroom component is to support and interpret the students' on-the-job experiences.

Part of the focus is on survival skills such as cooking, cleaning, home safety and self-care. In addition students work on improving their communication skills and their ability to deal with money and time concepts. In all aspects of the program a concerted effort is made to give students successful experiences and positive feedback. It is hoped that these will result in improved self-image and increased self-confidence.

In all contacts with merchants, business people and the media, Storefront staff and students work hard to develop an awareness of all the contributions which mentally handicapped people can make.

Impact on Students

By June, many of our objectives had been met. Five of our students were in the position to be employed for the summer. This resulted in their contribution of tax dollars as well as a reduction in social assistance. As word of our students' performances spread through the shopping centre, several businesses asked if they could also participate.

The process of transition into the community had evolved to the point that 80 per cent of our students had become involved in social and recreational activities. Future plans include an apartment living-experience.

The development of student social and survival skills was monitored by Storefront staff and cooperating employers. At graduation exercises held in the mall each graduate was able to deliver a brief farewell at the microphone - a clear indication of increased confidence and self-esteem.

Conclusion

This program has resulted in a symbiotic relationship in which everyone benefits. Students have gained realistic work experience and enough skills to ease transition into the community. Employers have benefitted from the help the students have provided. In addition, they have gained an awareness of the potential of mentally handicapped workers. Volunteer job coaches gained not only a new perspective on disadvantaged students but also exposure to the operation of several businesses. Response from parents, merchants and the media signifies that there is a place in the community for the mentally handicapped worker. The Storefront program is the vehicle through which this acceptance has happened.

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Anne Ferncase

Title:

CORE FRENCH INTERNSHIP PROGRAM -- A PILOT PROJECT

Introduction

Core French and Immersion students share a common interest in French yet they remain segregated for the most part due to their different programs and diverse levels of proficiency. I feel both streams could benefit from the other through my core French internship pilot project. I created a program to encourage the older students' basically dormant oral skills while providing my four and five year old charges with the extra attention beneficial to their social and emotional growth. In addition, I hoped to develop leadership skills in the teenagers by requiring more and more initiative and output from them as the program developed.

Titre :

STAGE DE FRANÇAIS FONDAMENTAL -- UN PROJET PILOTE

Introduction

Les élèves dans les classes d'immersion et de français fondamental ont un intérêt commun à l'égard de la langue française, mais ils restent presque toujours séparés à cause de leurs programmes et de leurs niveaux de compétence distincts. Je crois que les deux groupes pourraient apprendre l'un de l'autre grâce à mon projet pilote, conçu pour stimuler chez les élèves plus âgés leurs aptitudes d'expression orale essentiellement mises en veilleuse, tout en accordant à mes élèves de quatre et de cinq ans l'attention supplémentaire qui pourrait favoriser leur développement socio-affectif. De plus, j'espérais cultiver des aptitudes de chef chez ceux-là en exigeant de plus en plus d'initiative et un rendement accru à mesure que le programme se déroulait.

Characteristics of Students

The first year (1986) benefitted twenty Curling Junior High grade 9 students selected by their teacher on the basis of academic excellence. These 13-15 year olds came from five diferent core French classes and had indicated a willingness to "help out" my French Immersion kindergartners but were otherwise unprepared for the actual give and take academic to early childhood setting regardless of language. The teenage interns truly learned on the job. The second year's group was drawn from Herdman Collegiate grade 10 core French classes. Instead of selecting the second group through academic achievement, I issued an open invitation, relying on the students' motivation and curiosity to propel them towards an oral proficiency they never thought attainable. Approximately fifty students applied and were accepted. The target environment - my 5 year old kindergartners - provided a relaxed atmosphere where it was accepted as natural that myself and other partaking grown-ups spoke French while the youngsters replied in their unique mixture of English and spiced-up French. I hoped the youngsters' risk taking in French would influence my more linguistically rigid teenage interns.

Objectives

The objectives of the *Core French Internship Program* are:

1. to promote a positive interaction between the French Immersion and core French students where hitherto none existed;
2. from this interaction, to promote understanding and acceptance on both sides;
3. to encourage other teachers to implement similar programs;
4. to improve the oral proficiency skills of the participating interns;
5. to develop leadership skills in the interns;
6. to develop the concepts of sharing and helping in the kindergarten;
7. to provide aid and attention and stimulation to kindergartners just developing their French language skills;
8. to provide all students with a nonjudgemental environment in which to develop skills both linguistic and social no matter what the initial level of competence.

Description

The teenage interns arrived in pairs, spending a two hour minimum in Kindergarten either morning or afternoon. They participated in "circle time" where the children sat on the floor discussing the day's weather, updating the calendar, reciting favourite rhymes, learning new ones, answering simple questions, sharing events from home and lining up the day's events which usually consisted of some small group time with myself or one of the interns, then music, math or science, centre activity with the interns and perhaps expression through art based on the current theme. The second year interns benefitted from changes from the first year, namely my giving a lunchtime orientation in Kindergarten minus the youngsters. We talked about what to expect from young children, what to do when they don't know what they should be doing, a review of selected and often used materials, explanation of classroom routine and why we do what we do. All in all it was a crash course in early childhood education as influenced by French Immersion philosophy and cognitive small groups. In addition, the Herdman students signed up for three units each; the first to get acquainted and to start to participate in the Kindergarten routine, the second to take on a leadership role in a small group (4 children), the third to put into use with their group a game or activity that I had asked them to prepare, based on the need they perceived in their small group. Individual and informal evaluations followed each visit to provide immediate feedback for all involved.

Impact on Students

The students of both intern groups followed somewhat the same pattern. First, they were curious and enthusiastic. "What could be easier than teaching four and five year olds?" was a typical remark initially. This attitude soon turned to nervousness and a feeling of insecurity as they compared their awkward and many times woefully deficit responses to those of the kindergartners who after four or five months could follow in a seemingly effortless fashion any natural oral French geared to their chronological level. Upon further exposure to Kindergarten, the interns found new strength and were not as intimidated by my young ones comprehensive ability. Despite the initial discomfort, most interns vocalized their appreciation of having had the experience of working in an oral environment without benefit of script. They found out that oral French was not beyond their reach and, what's more, it was fun.

Evaluation

Although the interns originally wanted constant correction, none was given as it has been shown to be ineffective to the aims of oral French.

I encouraged them to evaluate how the session went, what problems they encountered and what could be improved upon. Problem-solving grew from brain-storming after class. Grades were neither asked for nor provided. The program was voluntary. What benefits the interns received were personal and varied in degree according to the effort and participation put out. However, all appeared to enjoy working in French with the little ones. One thing was certain - the interns' linguistic anxiety decreased as their participation in Kindergarten increased.

Conclusion

The interns learned that communicating in French can be worth the time and the effort. By providing a more natural environment (Kindergarten of free flowing French as opposed to a grammar class with the accent on correctness) for the interns, the acquisition of oral French was enhanced by the context in which it was used. Motivation plus exposure to natural and spontaneous outpourings in French without fear of automatic correction had a positive effect on students used to hiding in written dialogue. Some of the secondary benefits outside of increased risk taking in oral use of French, were increased self-confidence and leadership awareness.

Language learning to be effective must affect one in some significant way. This program tried to provide that significant context by integrating interns into a "French" milieu (Kindergarten) where all levels of French from the 5 year old to the 15 year old were encouraged and as a result flowered. I continually stressed that effort took precedent over "mistakes". The uninhibited kindergartners had an expression, "If it's French, it must be fun!" I want to share the excitement of a living language with those who know only its pale paper shadow. Core French and French Immersion share the same objective - inculcation of a natural French through communication approach. It is only natural that we build toward a bilingual future for all children starting from this common ground.

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89-15

Karan (Munson) Gauthier

Title:

WHEN CHILDREN SPEAK – CHILDREN LISTEN: THE BENEFITS OF BEING A NON-SMOKER

Introduction

This project began as an angry gut-reaction to my mother's diagnosis of lung cancer caused by smoking. I wanted to find a positive way to heal myself, and a logical way to do this seemed to be to supplement my health program by giving my students the opportunity to become personally involved in a social issue of immediate consequence to them. I wanted our club to be based on the opinions and ideas shared by the group members, reinforced by accurate information and up-to-date resources and I wanted our activities to rise naturally out of my students' desire to learn and share their new-found knowledge. I ended up with a very highly motivated group of students whose desire to learn and create was exceeded only by their desire to teach and entertain. My group

Titre :

LORSQUE LES ENFANTS PARLENT – LES ENFANTS ÉCOUTENT : LES AVANTAGES DE NE PAS FUMER

Introduction

Ce projet est né de la colère que j'ai instinctivement ressentie en apprenant que ma mère était atteinte du cancer du poumon causé par le tabac. Je cherchais une façon positive d'apaiser mon angoisse et il m'a semblé qu'une façon logique serait d'enrichir mon programme d'éducation sur la santé en donnant à mes élèves l'occasion de travailler personnellement à un dossier social de conséquence immédiate pour eux-mêmes. Je voulais que notre club se fonde sur les opinions et les idées partagées par ses membres, avec l'appui de renseignements exacts et de ressources actuelles. Nos activités devaient découler naturellement du désir de mes élèves d'apprendre et de partager leurs nouvelles connaissances. Les élèves étaient très motivés et leur désir

created hallway displays, multimedia slide, tape and dance numbers; they wrote, practised and taught full group age-appropriate classroom lessons; they scripted, memorized and produced a 45-minute presentation on the benefits of being a nonsmoker. They performed for other schools, communities and the media. They were professionally videotaped by Calgary Health Services to show provincial and federal government officials what could be done by kids, for kids.

d'apprendre et de créer n'était dépassé que par leur désir d'enseigner et de divertir. Mon groupe a organisé des expositions dans les corridors et des séances multimédia avec diapositives, enregistrements et numéros de danse; ils ont rédigé, répété et enseigné des leçons complètes adaptées au groupe d'âge; ils ont aussi composé, mémorisé et réalisé une séance de 45 minutes sur les avantages de ne pas fumer. Ils ont donné des représentations dans d'autres écoles et communautés et devant les médias. Les services de la santé de Calgary en ont fait faire une bande magnétoscopique par un professionnel afin de montrer aux autorités provinciales et fédérales ce qui pouvait être accompli par des enfants, pour des enfants.

Characteristics of Students

The average age of students involved in this project was 12 -ranging in age from 11 to 14. These children all live in a middle-class neighbourhood where there are a large number of two parent working families and many single parent homes. There was a great mix of ethnic backgrounds (Jamaican, East Indian, Vietnamese, Chinese, Japanese, Chilean, Italian, Ukrainian and English descent). The children were, with one or two exceptions, all deemed to be "average to below average students". I noted exceptional courage, conviction, creativity, perseverance, self-motivation, responsibility (social and personal), humour and a sense of altruism to be among their outstanding characteristics. The project was open, on an extracurricular basis, to all grade 6 students. Forty out of forty-five students were involved.

Objectives

The objectives of this project are to:

1. find a way to reach a large number of children at the greatest risk of beginning smoking and offer them the opportunity to participate in a nonsmoking program and club;

2. enhance the goals of the health curriculum by piloting the P.A.L. nonsmoking program, and do a very thorough job of presenting and adding to the information;

3. create a program students felt was their own and to allow the students to examine smoking issues and concerns in a way that would excite and motivate them;

4. find a meaningful, accurate and enjoyable way of disseminating information to younger children, all the children in the school;

5. share accrued knowledge and information in an entertaining way, and to try and reach schools beyond our own, especially the other junior high "feeder" schools;

6. raise each student's self-esteem and to increase ability and confidence levels through teaching, peer-modelling and entertaining;

7. use strategies such as researching, lesson-planning, teaching skills, scripting, narration, acting, choreography, costume design, using feedback, drawing, media-production techniques etc. to build each student's repertoire of skills and achievements in reaching the above goals;

8. let myself be guided by the group's needs and interests and create a situation that would adapt to meet and challenge those changing needs. Be open, versatile, flexible and most of all, responsive. Listen.

Description

We were working within a very short framework of time, less than three months in total. Initially the students met twice weekly but towards the end, we spent almost every noon-hour and after school time practising or preparing. The entire project was done on extra-curricular time and the commitment of these students, in late May and June, was admirable. We began by brainstorming skit ideas. From there we broke into small groups and just wrote. Students explored any tangent of interest to them; mathematicians looked at the cost, in time and money, of smoking and directly related to a child's allowance and dreams for the future. Peppy cheerleader-types wrote a cheer about being a nonsmoker, then made costumes and pom-poms to enhance it. Super-cool dudes took a top "rap" song and rewrote the lyrics to make

it celebrate nonsmoking. Skits about conversations between a bad lung and a good lung were interspersed throughout. We looked at every angle we could think of, from fingernails to ashtrays' views on smoking and incorporated as many as possible. We ended with about sixteen disjointed scenes and then bridged the gaps in between. After each script was worked up in rough, it was discussed, analyzed and changed if necessary, by the whole group. Eventually, scripts were typed, auditions held and lines memorized. We added in four student choreographed dance numbers and a slide presentation. The end product was then presented at other schools, to our community and finally to our school. It was also videotaped. Parent and teacher response was overwhelming. Soon after we began the script writing, however, we set it aside to work on the second thrust of our project - education. Special groupings were devised, involving all club members, to work on a lesson plan. The goal was 30-45 minute age-appropriate lessons, including attention-grabbing openers, demonstrations, use of volunteers, information suitably presented and a handout of some kind. Lessons were run through in front of our group, critiqued, then taught throughout the school, K-5, with feedback being sought and given after each lesson and adjustments made as necessary. Each group taught three separate lessons.

Follow-up to this project included recess questioning (and sticker-giving) if a student could answer the question "Can you give me three good reasons to be a nonsmoker?"

Throughout these two main focuses of our work, the students also created and maintained ongoing and ever-changing hallway displays, all relating to smoking and the benefits of being a nonsmoker. They also created peer-pressure posters, which focused on positive aspects of peer pressure, and these were made into a slide show and set to music. Students were also asked to prepare a personal statement of belief and all were included in our presentation. In all phases of the project, feedback was sought, discussed, analyzed and applied where appropriate.

Throughout the entire project the goal was to focus on the pleasures and benefits of being a nonsmoker, not to strike fear or pain into the hearts of others (especially smokers).

Impact on Students

Throughout the course of the project, the children were excited and committed to what they were doing. They were never satisfied with "just okay" but consistently strove to do better work, write more creative

lines, put in more emphasis or energy. They worked for the work's sake and thus a teacher's ideal goal of intrinsic motivation was achieved. Of far greater importance to the students, however, was their ever-rising status in the school and the surrounding community. Once convinced that their ideas and presentations held merit, my students became walking ambassadors of goodwill and positivism. The ever-widening spiral of attention included the admiration and emulation of all the younger children in the school. In other schools, my students were seen as refreshing models of a very positive youth movement. By far the most significant achievement, in terms of student impact, was the change in the groups' self-esteem. Any student, when asked to perform, will experience a certain spurt of self-confidence. My students, asked not only to perform, but to create, not only to teach but to research and believe their teachings, not only to believe but to live as an active model and promote a healthier lifestyle, garnered more than a temporary glow of self-assurance. Because their opinions and creations were so valued, my students began to believe in the value of their own opinions. They saw first-hand that out of their imaginations and hearts could come wonderful educational and entertaining pieces. They saw that the use of their energy and personal resources, when shared with others, created a return of enormous self-worth. Other people, especially grown-ups and the students' own peer group, were impressed with the quality of their thoughts and their work. Through great effort and perseverance, and the courage to stand for their own convictions, these students learned that peer pressure can be a very positive and powerful force for the good. They learned they can really make a difference by believing in themselves and by sharing what they believe.

Conclusion

The component that is missing from many nonsmoking, nondrinking, "no-to-drugs" (social issue) programs is the child's own personal involvement and commitment to that program. Frequently we hand-feed children facts and our views, expecting them to swallow them whole, meaningful to their lives or not. I found that the less I talked and the more I let the students use their own ideas, the more exciting and motivating the whole project became to all of us. At a time when young students are so often accused of apathy, of being unwilling to have an individual opinion, of rarely giving or sharing themselves in a positive way, I found the interest and eagerness of these students to be more than heartwarming. This project was an eye-opener to me because I realized, for the first time, just how much grade 6 students are capable of if they feel they are valued. I believe my willingness to listen and find a way to use their ideas was the most motivating feature

of the project to my students. What made this project most unique and special is that the students were asked to take a social issue (non-smoking) and think about what that issue meant to them. They were required to gather the facts, ponder the moral sides to the issue and then express their opinions in a substantiated and inoffensive way. They were then asked to teach others and model their beliefs. Further, they were called upon to use their own creativity to build a body of material that would be enjoyable, entertaining and educational at the same time. I believe they succeeded. Ultimately, the test of value will be determined by other children. I believe that children are going to listen and respond when a peer group speaks. The existence of a videotape with such a message can only be positive, and may spur other children to create and share their views on a different social issue.

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Titre :

RÉORGANISATION PÉDAGOGIQUE DU COURS "CHEMINEMENT PARTICULIER DE FORMATION DE TYPE CONTINU"

Introduction

Le projet de réorganisation du "*cheminement particulier de formation de type continu*" est né de la constatation que l'enseignement dispensé ne répondait pas suffi-

Title:

PEDAGOGICAL REORGANIZATION OF THE "CONTINUOUS INDIVIDUALIZED PATH FOR LEARNING" COURSE

Introduction

This project, aimed at reorganizing "*continuous individualized paths for learning*" courses, stemmed from the realization that the instruction provided did not

samment aux besoins particuliers de la clientèle visée et du sentiment d'isolement et d'impuissance du personnel enseignant devant les besoins à satisfaire.

adequately meet the specific needs of the students concerned, as well as from the teachers' feeling of isolation and powerlessness with regard to the needs to be met.

Pour tenir davantage compte des besoins et des capacités des élèves, il a fallu adapter l'enseignement et innover tant au plan de l'organisation scolaire qu'au plan des pratiques pédagogiques.

In order to place greater emphasis on students' needs and abilities, it was necessary to adapt the instruction provided and to innovate in the areas of school organization and teaching practices.

Caractéristiques des élèves

La clientèle du "*cheminement particulier de formation de type continu*" se compose d'élèves qui, après sept années d'études, ont des acquis équivalents au premier cycle de l'élémentaire. Il s'agit d'élèves (âgés de treize à seize ans) qui ont un retard d'apprentissage d'au moins trois ans et qui, malgré des mesures spéciales, ne pourraient obtenir un diplôme d'études secondaires. Le retard d'apprentissage peut être dû à l'une ou plusieurs des causes suivantes : déficience intellectuelle légère; difficultés d'ordre personnel, familial ou socio-culturel; déficience physique; ou déficience sensorielle mineure.

En général, on a décelé des difficultés d'apprentissage pendant le premier cycle de l'élémentaire. La plupart des élèves en question proviennent des classes dites d'adaptation scolaire. Exceptionnellement, ils peuvent provenir d'une classe du secondaire dont ils ne parviennent pas à suivre la progression.

Objectifs

Le cheminement particulier de formation vise à rendre les élèves capables de mener une vie autonome et active, et à les préparer à leur insertion sociale et professionnelle. Pour atteindre ces buts, les objectifs généraux poursuivis sont :

- rendre les élèves capables de satisfaire leurs besoins primaires;
- rendre les élèves capables de s'intégrer et de s'adapter à la vie de l'école secondaire;
- aider les élèves à découvrir leur personnalité;
- favoriser le développement des fonctions psychomotrices;
- transmettre des connaissances touchant les relations interpersonnelles;

- permettre aux élèves d'acquérir une certaine dextérité manuelle;
- permettre aux élèves de consolider leurs acquis du palier élémentaire en langue maternelle et en mathématiques;
- préparer les élèves à l'insertion sociale et professionnelle.

Description

Par définition, le "*cheminement particulier de formation de type continu*" propose de répondre à des besoins déterminés d'élèves qui, pour diverses raisons, ne peuvent se réaliser pleinement dans les cheminements ordinaires. Voilà pourquoi il a fallu élaborer et mettre en place une organisation et des pratiques pédagogiques adaptées.

La nouvelle organisation scolaire comporte deux éléments caractéristiques : une enseignante ou un enseignant est responsable de l'enseignement de la plupart des matières; l'enseignement est dispensé sous forme de coenseignement, c'est-à-dire que deux membres du personnel enseignant travaillent ensemble avec les groupes d'élèves dont ils ont la charge.

Pour permettre aux élèves d'atteindre les objectifs fixés, les pratiques pédagogiques ont dû être adaptées. Parmi les mesures prises, mentionnons l'intégration des matières. L'enseignement se fait donc au moyen d'activités portant sur un thème et au cours desquelles les élèves peuvent développer des aptitudes ou acquérir des connaissances dans une ou plusieurs matières. Les thèmes sont regroupés en fonction de six domaines d'études : santé, sexualité, relations interpersonnelles, consommation, vie en société et valeurs morales ou chrétiennes.

Un système et des moyens d'évaluation particuliers ont été mis au point. L'évaluation porte sur le comportement, les habiletés manuelles et les apprentissages cognitifs des élèves. Deux éléments en font l'originalité. Premièrement, l'évaluation de chaque élève (en fin d'étape) est effectuée par les enseignantes et les enseignants réunis. Puis, un bulletin descriptif spécialement conçu présente les résultats sous forme d'évaluation globale et d'indices permettant de suivre l'évolution de chaque élève.

Effets sur les élèves

La réorganisation pédagogique a produit de nombreux effets bénéfiques sur les élèves. En ce qui concerne le comportement, on a noté : un accroissement de l'intérêt et de la motivation; la naissance d'un sentiment d'appartenance au groupe et à l'école; le développement de l'autonomie; l'amélioration de l'estime de soi; le développement de

relations plus harmonieuses avec les pairs et avec les adultes. En ce qui concerne le travail scolaire, on a noté des progrès dans les domaines suivants : acquisition d'habitudes et de méthodes de travail; apprentissage du français; développement d'habiletés en mathématiques; et développement de diverses habiletés manuelles.

Conclusion

Telles sont les principales caractéristiques de la réorganisation pédagogique du "*cheminement particulier de formation de type continu*". Malgré sa simplicité apparente, il ne faut pas oublier que l'expérience a été menée dans une polyvalente accueillant un peu plus de 2 200 élèves, ce qui constitue presque un exploit! Nul n'ignore en effet combien il est difficile dans ces établissements complexes, voire gigantesques, de remettre en question les principes et les structures. La réussite du projet est la preuve que, malgré certaines apparences, le dynamisme des membres du personnel enseignant n'est pas mort.

Grâce à l'ouverture des intervenants et des intervenantes (membres du personnel enseignant et du personnel de direction de l'école et de la commission scolaire), des changements majeurs ont été proposés et réalisés. Ainsi, la qualité de vie d'une clientèle laissée pour compte depuis quelque temps a pu être améliorée. Le succès obtenu prouve que la volonté de changement et l'engagement du personnel enseignant sont des facteurs clés dans l'évolution et l'adaptation de l'enseignement.

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Title:

NORTHERN NATURAL HISTORY PAMPHLET SERIES

Introduction

In this project, I have developed a number of pamphlets on natural history topics important to developing an understanding and appreciation of the unique northern environment, topics that are not adequately dealt with in any of the texts currently in use.

Titre :

SÉRIE DE BROCHURES SUR L'HISTOIRE NATURELLE DU NORD

Introduction

Dans le cadre de ce projet, j'ai élaboré diverses brochures sur des sujets d'histoire naturelle essentiels à la compréhension et à l'appréciation de l'environnement unique du Nord, sujets que le matériel maintenant utilisé ne décrit pas de façon satisfaisante.

Characteristics of Students

Surveys of student knowledge I have conducted demonstrate that few students could name or identify even a few of our local trees. Most students are unaware of the existence of any harmful plants such as poisonous berries. In view of the limited textbook and teaching materials available, that situation can hardly be viewed as surprising. In spite of the fact that 40 per cent of the grade 11 Biology course is devoted to the topic of the environment, students could complete the course with relatively little being learned about their local environment.

Objectives

The General Science and Biology textbooks recommended to deliver the Northwest Territories science curriculum generally fail to provide

much in the way of northern Canadian content, or attempt to present information in a northern context. The challenge facing northern teachers is to find ways to overcome these limitations.

If northern students are to become reasonably well informed about their environment, teachers will have to make the effort to locate or develop additional materials to supplement the course. There is more to the process than simply locating the information; it must also be adapted to the level of the student in a form that is readable, interesting and appealing. If the end result is in a form that can be shared among other northern teachers, the process becomes even more worthwhile and effective.

Description

The project originated some years ago with a request from town hall to provide some information for distribution to tourists visiting the town's Nature Trail. When the information was typed up and distributed through our local tourist information centre, I also found it useful in preparing classes for field work. Then in 1986, the head of the local Tourist Association asked for assistance in preparing pamphlets on additional topics. I agreed on the understanding that the topics selected serve the needs of the school program as well as those of the Tourist Association. Information and materials I was using in my program could now be professionally printed and presented in a more attractive format to our students.

So far I have been very pleased with the response of students to the pamphlets. Often it takes some persuasion to get all students interested and started on a reading assignment. It seems to me that the students often use the pamphlets more eagerly than the regular texts and materials. Some reasons why I think they are effective include:

1. The pamphlets are fairly brief, as compared to a chapter of text which may be more imposing to face by the average student.

2. The material is on familiar northern features, and obviously relevant to the students.

3. The format is attractive, and different from the routine learning materials. Students need and appreciate some variety in study materials.

Pamphlets tend to be an excellent teaching resource because the information they contain is usually well organized and condensed. Because they are relatively inexpensive to produce, they can be readily updated or revised to make them more effective. I find commercially prepared pamphlets (especially on health topics) very useful in other courses I teach, and I am sure many other teachers do as well. Yet when it comes to the preparation of educational materials, we usually opt for the use of texts or more elaborate and expensive formats than the pamphlet. We could probably do well to encourage greater use of pamphlets in our education system.

Impact on Students

In previous years, I have attempted to cover the same concepts and content using teacher prepared materials such as xeroxed checklists, keys and information sheets. Students did manage to learn from these materials, and I considered them useful and effective. However, they do lack the attractiveness and visual appeal of the pamphlets. I suspect that more time and effort were required to generate interest and enthusiasm for their use - especially in younger students. I much prefer using the pamphlets, as I feel they are treated with more interest and respect than the materials they have come to replace, and seem to have a greater impact on their learning. The credibility of the pamphlets also seems to be enhanced by the fact they were printed and distributed by an organization outside of the school system. The students cannot help but realize that others have an interest in the topic we are engaged in studying, which implies that knowledge of our natural history has an importance and relevance to life outside of school.

Conclusion

Agencies such as Tourist Travel Associations, Museums, Parks and Recreation Agencies sometimes have a need for educational resources which may parallel the needs within our school program. Teachers working in conjunction with such organizations could assist in generating new resources in professionally attractive formats which can enhance student learning. In this project, the Big River Travel Association expressed an interest in printing educational materials on environmental topics relevant to northern science students. A series of short Natural History pamphlets was produced which are now in use helping to overcome some of the deficiencies present in our textbooks. Our school program has been enhanced, and our students have benefitted through contact with more relevant information about their environment.

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89-18

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Sylvia Gunnery and Students/
Sylvia Gunnery et élèves

Title:

WORK-IN-PROGRESS (A WRITING PROGRAM)

Introduction

Work-in-Progress is a writing course designed for use at the secondary school level. It is an holistic approach to learning writing skills. Rather than being a limited-time "unit" in the English course, *Work-in-Progress* is an on-going part of the English program and may carry over from term to term or from one year to another, should a school's English department adapt the program for use in all classes.

What makes *Work-in-Progress* new is the emphasis on individual development of writer's "voice" through the entire writing cycle in a way which reflects a writer's experience outside a classroom.

Titre :

TRAVAUX EN COURS (PROGRAMME DE RÉDACTION)

Introduction

Il s'agit d'un cours de rédaction destiné aux élèves du palier secondaire. Le projet est fondé sur une méthode globale de l'apprentissage de l'aptitude à écrire. Plutôt que d'être une "unité" de durée limitée à l'intérieur d'un cours d'anglais, c'est une composante permanente qui pourrait s'étendre d'un semestre à l'autre ou d'une année à l'autre, si un département d'anglais dans une école adaptait le programme à toutes les classes.

Cette approche est novatrice en ce sens qu'elle met l'accent sur le développement individuel de la "voix" du rédacteur ou de la rédactrice tout au long du cyle de rédaction, d'une manière qui reflète l'expérience vécue à l'extérieur de la salle de classe.

Characteristics of Students

Since *Work-in Progress* is an individualized writing program, characteristics of students may be varied. There is no need to group people for reasons of interests, or age, or skills, or whatever. In fact, the more varied the interests of the students, for example, the more opportunity there can be for sharing of varied experiences in writing.

My program involves one grade 8 class of twenty-six students and three grade 9 classes for a total, at that grade level, of seventy-eight. The groups are not streamed, except one grade 9 class which is French Immersion.

Objectives

The main objective of the *Work-in-Progress* course is to encourage individual development of writing skills. This includes: creativity in poetry and fiction writing; skills in nonfiction writing (such as essays, letters, speeches, etc.); refinement skills through partner conferences, editing, and publishing.

Description

The Work-in-Progress program includes many tasks and record-keeping responsibilities.

There are many aspects of the *Work-in-Progress* course which are introduced at the beginning of the school year (often through setting up workshops wherein students already experienced in this course teach the new pupils).

1. Freefall: This is free-write method which I learned at the Banff School of Fine Arts in 1976. It is a first-step writing method intended as a way for people to "find" topics of interest.

2. Partner Conferences: This is a sharing time for writers in the early stages of writing.

   An alternative to the partner conference (or sometimes a preliminary to the partner conference) is the "I'm wondering ... "sheet". Because there is not always enough class time or because there are times when a written response is wanted rather than a conversation, students may pass their writing in for teacher comment on specific questions that student has

concerning his/her writing. This is an informal and quick method of getting a response to writing.

3. Skills Development Chart: This is a personalized student record of skill development in grammar.

4. Student Clues for Righting Writing: This is a classroom display of problem-areas in grammar. Each item in the display is made after an individual student has had instruction from the teacher concerning a particular grammatical error which has been found in that pupil's writing. The display becomes a personalized grammar resource.

5. Word Banks and Wordsworth Knowing: These are individualized records of vocabulary development. Students find words which they've misspelled or misused in their own writing or conversation. Or, perhaps they are being introduced to new words in their other courses and want to record these on Word Banks. The basic rule of the Word Bank lists is that they are words which that individual has reason to learn.

   Then, occasionally, students do a more in-depth analysis of their chosen words by completing a Wordworth Knowing sheet.

6. Marking Code: This is used at the editing stages of the *Work-in-Progress* course. The code is created by the teacher and the students; it serves as a "language" of editing (whether in self-editing, partner-editing, or teacher-editing).

7. "Publishing": Several three-ring binders are available on the "publishing" shelf in our classroom. There are binders for several genres of writing: poetry, short stories, essays, plays, etc. (Individual students may separately display their own work, as well.) The concept of classroom publishing in the *Work-in-Progress* course is not rigid. Students who have taken their writing through the many stages of the course may choose to display (or "publish") the writing, either for short periods of time or indefinitely by leaving the work in the binders when they graduate.

   A further opportunity for "publishing" is offered each spring by my Writers' Club. This Writers' Club Anthology is not as casual as the classroom publishing since there are student editors who will choose and reject writing according to their criteria.

Then, for those students who want the challenge of submitting their writing outside the school, there is the Nova Scotia English teachers' publication, KIMBERLYNS, which requests limited numbers of submissions each spring.

Impact on Students

Because my teaching assignment includes one grade 8 class and three grade 9 classes, I have an opportunity to teach many of the same students two years in a row. In my school, where I am the only full-time English teacher, others have not adapted the *Work-in-Progress* writing course. In one sense this is good -- it has given me the chance to notice the impact on the students who have had a year's involvement in the course. Very early in the school year, it becomes evident that students who have been learning how to write in the *Work-in-Progress* course have the following advantages (as I see them) over the other students:

- they are more willing to write
- they see writing as a personal assignment rather than as something someone else makes all the decisions about
- they can separate the tasks of first-draft work (wherein the themes and moods, etc. of the writing are developing) from the type of work expected as writing is taken through further drafts (reworking, rethinking), until the writing is ready for final editing of the technical things (grammar and spelling)
- they are more willing to share their writing at all stages (through partner conferences and "publishing")
- they more readily notice their own skill improvements or problem areas
- they more readily see the connection between spelling and grammar and the ideas they are trying to communicate in writing
- they think about their writing more.

Evaluation

The *Work-in-Progress* course involves two basic evaluation systems - earning writing "credits" and earning good-copy points each term. Each of these two aspects of evaluation are valued at 10 per cent, for a total of 20 per cent of the English course each term.

Conclusion

The *Work-in-Progress* writing course has combined some of my personal experiences as a writer/teacher with some concepts which have been presented to me in workshops or through my reading. As a whole, it is new. And it is this very fact - that it is whole - which makes it a success with my students.

89-19

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Steve Hamilton

Title:

ADVENTURE EDUCATION AT FALSE BAY SCHOOL

Introduction

For the past six and half years students at False Bay School, a small, isolated school on Lasqueti Island, have had a series of challenging wilderness experiences integrated into their regular curriculum. These journeys into high impact environments have become a fundamental part of their learning, and have given them a life-long bond to their friends and the fragile eco-systems which sustain our planet. Students at False Bay School have found adventure education to be the focal point around which their learning revolves. They study the history, geography, and biology of an area in preparation for an expedition; then, when they find themselves immersed in that environment, they reflect on it through daily poetry writing. The students conclude each expe-

Titre :

L'ÉDUCATION PAR L'AVENTURE À L'ÉCOLE FALSE BAY

Introduction

Depuis six ans et demi, les élèves fréquentant l'école False Bay, une petite école isolée sur l'île Lasqueti, vivent des aventures dans la nature sauvage qui ont été intégrées à leur programme d'études. Les expéditions de ce genre sont devenues partie intégrante de leur apprentissage et leur permettent de créer des liens d'amitié qui dureront toute leur vie et de connaître intimement les éco-systèmes fragiles de notre planète. Pour ces élèves, l'éducation par l'aventure est devenue le point pivot de tout leur apprentissage. Ils étudient l'histoire, la géographie et la biologie d'une région pour se préparer à une expédition; ils se trouvent ensuite plongés dans cet environnement auquel ils réfléchissent tous les jours par la composition de poèmes. Chaque expérience se

rience with a multi-media slide/ narrative presentation. This presentation (done entirely by grade 5-8 students), has won critical acclaim in several B.C. schools, including the (international) Lester B. Pearson College of the Pacific. The poetry engendered by these experiences has won many awards, including three silver medals in an international children's poetry contest in New Delhi, India. In short, the program is unique and evocative. It is a wholistic educational experience which inspires students to face the future with renewed confidence and vision.

termine par un diaporama multimédia accompagné d'un texte narratif. Ce diaporama (entièrement réalisé par les élèves de la 5e à la 8e année) a reçu un excellent accueil dans plusieurs écoles de la Colombie-Britannique, y compris le Lester B. Pearson College de la région Pacifique (collège international). La poésie inspirée par ces expériences a gagné de nombreux prix, y compris trois médailles d'argent dans un concours international de poésie d'enfants à New Delhi, Inde. Bref, c'est un programme unique et stimulant, une expérience éducative globale qui inspire les élèves à faire face à l'avenir avec une confiance accrue et une vision plus sûre.

Characteristics of Students

The students in the Adventure Education program comprise the entire grade 5-8 class of False Bay School. The group has varied from fourteen to twenty students (ages 9 to 14), and includes students with diverse backgrounds and abilities. Many students are in the program for four years. As they progress through the years, they become more and more confident and capable and fulfill an important leadership role in the group. Younger students are inspired by the examples and leadership of older students, while the more mature students evolve into new roles of support for the less experienced. The considerable range of ages makes for a powerful shifting of roles through the years and broadens the context of learning.

Students 'own' this program and help shape its direction and philosophy. They are involved in all aspects of trip planning, and accept a lot of the responsibility for the fund raising. All funds are raised within the Lasqueti Island community.

Reaction to the students and their program has been overwhelmingly positive. Parents and community members are very involved in supporting the program and enthusiastically join the students on their expeditions. Everyone is amazed at the students' courage, friendships, and phenomenal accomplishments.

Objectives

The core objective of the Adventure Education program is to empower students to believe in themselves. Other objectives include:

1. Engaging students in challenging, cooperative experiences which demand trust, responsibility, and ultimately, love for one another;

2. Teaching students an environmental ethic, which nurtures in them, and commits them to, an ecological approach to their future;

3. Involving students in learning which is multisensory and multidimensional. This experiential foundation empowers them to speak and write with an authentic and eloquent voice;

4. Sharing the goals and philosophy widely, (using a student-narrated slide presentation, and published student poetry), so other educators may be encouraged to emulate the program.

Description

The methods and procedures used in this project vary with the particular challenges and unique demands of different environments. In all cases, an attempt is made to thoroughly integrate learning across the curriculum. Initially, this is done in preparation for a trip. Students prepare for a trip by thoroughly studying related topics. Then, on the journey itself, the learning is all brought together as the experience unfolds.

The Adventure Education program is integrated into the entire school year. During the first month of school, the group undertakes a challenging five day backpacking trip. This is designed to begin to develop individual and group skills. Most importantly, the students are immersed in the synergy of a group expedition with its concomitant responsibilities.

Then, during the middle part of the year, students go on several short trips (skiing, swimming, skating, slide show tour), and begin to prepare for the final (end of year) expedition. The last trip of the year is a big adventure, involving extensive fund raising, many cross curricular lead up activities, and ultimately, an exhilarating journey together. To date, some of the expeditions have included:

- hiking the West Coast Trail
- climbing Mount Arrowsmith and Mount Albert Edward (two of the highest peaks on Vancouver Island)
- cycling through the Canadian Rockies
- participating in a ten-day challenge course at the Canadian Outward Bound Mountain School
- an eight-day sea kayaking expedition in the archipelago near North East Vancouver Island.

In every instance, False Bay School students have been the youngest group to ever complete these challenging journeys. They prove, through their perseverance and dedication, that 'the sky is the limit'.

This program has been overwhelmingly successful. It is dearly loved and supported by students, parents, and community members. This is most evident at one of the student slide shows - here people laugh, shout and weep to see the adventures of their children and hear the eloquent words they use to describe their experiences.

Perhaps the most visible barometer of student achievement has been the outstanding writing they have produced. This writing has been featured in at least four different feature (full page) articles in a local newspaper. Student writing has swept almost every category at a district wide writing competition for the last four years. Last year, writing from students at False Bay School, much of it inspired by the adventure program, won **twenty-three** awards at a local writing competition. This caused one of the judges to say that the quality of writing from False Bay students was so superb that they had to create new award categories. Three other students won silver medals at an international children's poetry competition out of New Delhi, India. Several teachers who viewed the touring slide presentation said afterwards that it contained some of the finest student writing they had heard in their entire teaching careers.

Finally, the most rewarding aspect of all is the shining faces and triumphant smiles which return from another wilderness sojourn. In the eyes of their parents, these children are transformed by their adventures and they greet the world with a new healthy self-confidence.

Impact on Students

A powerful aspect of this program is that it provides an effective means of 'softening' young adolescent's attitudes towards each other. At a sensitive age, when students are beginning to experience the self-consciousness and peer pressures of adolescence, it frees them to

relate warmly and openly with one another. The wilderness demands that they stretch beyond their own egocentric visions.

Every student in the False Bay School Adventure Education is successful. No matter how tough the challenge, with the support of peers and adult leaders, each student manages to overcome every obstacle. These include rock climbing, rappelling, peak ascents, rigorous cycle routes, and demanding sea kayaking. Through these adventures, the students discover themselves. Their positive feelings about their own abilities impel them into life with new found vision. They move forward purposefully, with a profound sense of who they are.

Students gain rich academic learning from these experiences. Many of them have become confident, autonomous writers who have won many awards for their work.

Conclusion

Adventure Education gives students the skills to move into their future as empowered individuals, as people who not only have the skills to cope, but to chart a course to excellence. The physical and emotional challenges they have experienced in dramatic environments have provided an impetus for academic and social achievement. Wilderness adventure has become a metaphor for life, and the students' journeys together have become a graphic example of success achieved through sustained effort.

When students leave their small school on Lasqueti Island, they say good-bye, having been forever changed.

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Photo courtesy of London Free Press/
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Title:

"SUMMER ACTIVITY PACK FOR KIDS"

Introduction

On every subway car door in Toronto, persons about to disembark are greeted with the warning **MIND THE GAP**. The *"Summer Activity Pack for Kids"* program is designed to help 'mind the two-month gap' when children are out of school for the summer vacation. It is a program for families and for

Titre :

"UN NÉCESSAIRE D'ÉTÉ" - ACTIVITÉS POUR ENFANTS

Introduction

Ce programme est destiné à **"faire le pont"** entre la fin d'une année scolaire et le début de la suivante, pendant les vacances d'été. Il est destiné aux familles et aux membres du personnel enseignant. En ce qui concerne les parents, le programme donne à leurs enfants des occasions

teachers. For parents, the *"Summer Activity Pack for Kids"* program gives their children the benefit of meaningful opportunities to learn, in a fun way, throughout the summer. It provides teachers with a wealth of enriching activities for the month of June to ensure that those children are prepared when 'learning goes on ... vacation'. In a unique way, the *"Summer Activity Pack for Kids"* program links education in June to education in July and August to education in September. At the same time it provides a strong link between the school and the home.

enrichissantes d'apprendre, de façon amusante, tout au long de l'été. Il fournit au personnel enseignant une grande quantité d'activités stimulantes pour le mois de juin, qui sont conçues de manière à préparer les enfants à apprendre en vacances. Il s'agit d'une façon unique de faire le lien entre l'éducation au mois de juin, l'éducation aux mois de juillet et d'août, et l'éducation en septembre. En même temps, il crée un lien solide entre l'école et le foyer.

Characteristics of Students

The *"Summer Activity Pack for Kids"* program has been used successfully with students from ages 5-15 in many classes in elementary schools across Ontario. These include: 'regular' classes in the primary, junior, and intermediate divisions, exceptional students including gifted and students with general and specific learning disabilities, ESL (English as a Second Language) children in both the school setting and summer school programs, and children enrolled in summer enrichment programs offered by both boards of education and municipal recreation departments.

Since the strength of the program lies in family involvement during the summer, it is realistic to say that learners from ages 5-85 are benefitting from it!

Objectives

The objectives of this program need to be viewed from the perspective of both the classroom and the community (local and beyond).

1. Within the Local School Community (July, August)

   a) Establish an important, close link between the home and school;

   b) Assist parents in providing enriching summer experiences for their families - at home or away;

c) Bridge the gap between June and September, i.e., reinforce skills and attitudes developed during the school year;

d) Demonstrate how children can assume more responsibility for their lives;

e) Increase communication within the family setting.

2. Within the School Classroom (June, September)

a) Apply the concept of 'resource-based learning' - planned, educational activities which actively involve students in the meaningful use of a wide range of appropriate print, nonprint, and human resources;

b) Provide learning opportunities for all students which will:

- develop organizational capabilities,
- heighten observation skills,
- require the skills of following directions,
- stimulate the imagination and promote creative thinking,
- enhance problem-solving and decision-making skills,
- experiment with and refine many, unique recording skills,
- encourage personal writing by making it a purposeful, fun activity,
- stress life skills;

c) Develop positive attitudes toward listening to the ideas of others, cooperating in group situations, and thinking of others;

d) Encourage children to share, willingly, their 'projects' with classmates in September and to encourage self-evaluation and constructive peer evaluation strategies;

e) Assist teachers of ESL students in the development of language facility.

3. Within the School, Home and Beyond (all year)

a) Have children explore the world of language and the language of their world;

b) Show the interrelatedness of learning;

c) Make learning fun.

Description

The *"Summer Activity Pack for Kids"* program includes more than eighty activities. Many are open-ended, many use resources in unique ways, many stir the creative mind, many develop a spirit of thoughtfulness toward others. Children get to plan trips, construct things, have opportunities to be authors and film makers, are challenged to design original models and events, keep records in unique ways, create their own postcards, balloon-o-cards, gift certificates, thank you notes, puppets, and jigsaw puzzles. They get to promote summer safety, have fun with licence plates, play many different games, and much much more. The activities can be done in a classroom, at home in the city or country, on the road, or away on holidays - a one-day trip or an extended vacation.

Planning and preparation take place in June in the classroom. Activities can be completed during the summer - at home, on the road, at a cottage or camp. Sharing and evaluation may, where feasible, be done in September. Learning takes place at all of these stages! (Of course, users of the program are finding that most of the activities can be done at any time of year!)

Throughout the month of June, teachers use ideas from among the one hundred and eight pages in the book to develop an integrated unit around a 'Happy Holidays' theme. Activities are selected on the basis of their appropriateness for their children's interests and abilities, for review purposes, for the application of skills taught earlier, and for opening up new avenues of interest. Of course teachers will select some activities because of their own, personal interest in a topic (e.g., photography, personalized licence plates, the affective domain, etc.).

Throughout the program, teachers will concentrate on **process** while encouraging lots of talk, brainstorming, group planning sessions, individual reflection, and practice. Students are encouraged, then, to work on their **products** during the summer.

Letters may be sent home with the students explaining the value of the activities and encouraging family members to get involved **as a family** to work on the program during the summer months. Students require very little in the way of materials that cannot be found in the home.

Before the end of June, staff members who will be teaching these students the following September, should be alerted and encouraged to devote some time, at the beginning of the term, when students can share their happenings, their feelings, and their products. It's Language Arts! It's Environmental Studies! It's Mathematics! It's the Arts! It's living! It's also a super way to learn plenty about their new students! And it certainly beats assigning yet another paragraph entitled "What I Did Last Summer"!

Impact on Students

Students thoroughly enjoyed the hands-on, self-directed activities. Whether it was with their classroom teachers or with their parent(s), the students totally immersed themselves in the projects they were exploring. Many a work session ended with students amazed at how the time had flown: time flies when you're having fun! Many a dinner table conversation at home centred around talk about an idea from *"Summer Activity Pack for Kids"*! Many a car ride was spent playing with language - word games, bumper sticker ideas, personalized licence plates!

Children demonstrated how imaginative and creative they could be, given a problem to solve, a decision to make, an original idea to explore. They learned a great deal about language and how to communicate their ideas as they discussed in groups, made plans, wrote books, captured stories on film, and recorded language in different situations and locales. They enjoyed sharing what they had created.

Conclusion

The *"Summer Activity Pack for Kids"* program offers something valuable and different for children, their parents, and their teachers. At a time when so much concern is expressed about the family - the one-parent family, the two-parent family where both parents work outside the home, where too many children, couch potatoes in their infancy, spend entirely too much time in front of the television set, where not all children have the benefit of enriching summer experiences, and where dialogue in the home is often very sparse - this program offers a unique alternative.

At a time when talk about keeping the schools open for twelve months of the year and when we are reminded to 'mind the gap', this program makes education a year-round priority. Educators can look at their students not in terms of September to June ... but September to September.

At a time when the public is concerned about what goes on in our schools, this program provides a strong link between the school and the home. When parents get involved in working with their children on the activities, they have a better understanding of what we are trying to do in our schools.

And when there is so much interest in both wholistic and activity-based learning, our program offers all kinds of hands-on learning that takes students far beyond the covers of a book and the walls of a classroom. It encourages much 'talk' - a key to unlocking the mysteries of language, and it explores language for all occasions and, excuse the pun, language for all seasons.

Try turning your classroom into a bustling 'base camp' and equip your student 'backpackers' so they'll be ready when 'learning goes on vacation'! By the way, be sure to pack our *"Summer Activity Pack for Kids"*!

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Title:

WOMEN IN SCIENCE AND MATHEMATICS (WISM) WORKSHOP

Introduction

The *Women in Science and Mathematics* (WISM) is an awareness workshop, for young girls and their parents, developed to increase girls' knowledge and positive feelings towards courses and careers involving science and mathematics.

Titre :

ATELIER SUR LES FEMMES DANS LES SCIENCES ET LES MATHÉMATIQUES

Introduction

L'atelier, destiné aux jeunes filles et à leurs parents, est destiné à faire mieux connaître parmi celles-là les cours et les carrières dans les domaines des sciences et des mathématiques, et à susciter chez elles une attitude plus positive à cet égard.

Characteristics of Students

The *WISM* Workshop was open to all girls in grades 3-6 at Bird's Hill Elementary School. Students at the school tend to come from a

middle-class background. In addition to the forty-eight girls from the school, three girls from a neighbouring school attended with their guidance counsellor. Just under fifty per cent of the eligible girls in the school's three hundred and forty total population came for the workshop.

Objectives

The objectives of the program were to:

1. improve girls' attitudes to mathematics and science;

2. inform girls of the importance of mathematics in many career areas;

3. influence the attitudes of parents about girls being interested in nontraditional careers in science and mathematics;

4. expose girls to models of women successful in science and mathematics and technological areas;

5. expose girls to a variety of challenging, yet enjoyable mathematics and science activities;

6. raise the consciousness of teachers about the issues related to women in the science and mathematics areas.

Description

The major part of the *WISM* Workshop consisted of a three hour evening of lectures, discussions and activities organized for the girls and their parents. The girls were prepared for the evening through sessions during school time and evaluation of the evening was carried on during school time for several days after the workshop.

The components of the evening were: two lectures about the "sociology" of growing up female; eight career talks presented three times each and two sessions of mathematics and science activities. The parents and the girls attended the career sessions together but while the parents went to the sociological sessions at the beginning and end of the evening, the girls were with teachers trying their activities.

The initial lecture for parents was a general description and discussion of sex-role stereotyping in Canadian society. How we raise girls was discussed in terms of the family, school system and the media. An attempt was made to show the relationship between

stereotyped expectations and treatments and the traditional career paths of most women. Studies and surveys illustrated that while there are no significant differences between males and females in specific aptitudes at all ages, their achievement in these same areas change over time. In the same way, studies were presented to show how girls are not only interested in the nontraditional careers but have confidence they can do these jobs. As girls get older, these interests and the confidence that they can do these tasks change, resulting in less inclination to take mathematics and sciences. A series of recommendations were developed with parents who wished to encourage and help their girls stay interested and involved with mathematics and science.

The second parent workshop which ended the evening was oriented towards mathematics. While many areas were addressed, the main topics were careers that involved mathematics (including expected salaries in those occupations), the development of 'math anxiety" and math avoidance and the research regarding biological and socio-education differences between males and females. The descriptive parts of the discussion were followed by recommendations to deal with the difficult points raised.

While parents were listening to the teachers, their girls were in the library, staff room and resource room trying various activities. A teacher and two "volunteers" (both PhD's) assisted the girls as they self-selected activities from things like matrix problem-solving, lateral thinking exercises, complex mathematical problems, computer programs and pencil and paper exercises from various children's magazines.

The career talks filled the middle hour of the workshop with eight women representing various occupations, repeating their presentations three times. The careers represented included: chartered accountancy, medical research, medicine, chemistry, statistics, agronomy, banking and computer programmer. The career presentations utilized different types of presentations but all presenters attempted to cover a specific set of questions supplied to them.

Impact on Students

The final impact of this program must be considered in terms of long and short-term effects as well as its complimentary effects with other school programs.

Students from the eligible grades in the school were all asked to draw pictures to illustrate their career aspirations before and after the workshop. In addition, female students from another school were asked

to illustrate their career choices. A short questionnaire was administered by the principal to randomly selected girls who attended the workshop.

Analyses of the career choices indicated many changes in the choices of the girls who attended. However, the highly impressionistic nature of the evaluation makes it difficult to determine if these changes were significant in any statistical sense.

Reports from teachers and parents who participated were all very positive. Teachers were more aware of the need to look at their own values regarding mathematics as well as how those values were being transmitted to their students. The school will be looking at all aspects of its mathematics program in the 1988-89 school year.

Evaluation

Evaluation of the workshop was highly impressionistic and in some cases indirect. The basis of the evaluation was a pre- and post-workshop comparison of the types of careers chosen by the girls. A control group was used from another school that responded to a division-wide request for schools to serve as a comparison group.

Slightly more than one-third of the girls in the workshop changed their projected career preference. Of the eighteen girls that changed, the biggest changes were to careers in computers and chemistry. Eight girls had already chosen somewhat nontraditional careers in professional areas such as medicine, veterinary medicine and computer-related areas. There were no changes in these girls who attended the workshop. Only three girls from the comparison selected nontraditional careers. It is important to note that the comparison school was in a totally different socio-economic area, one with many inter-city characteristics.

Indirect evaluation was gathered through comments from parents and teachers. Comments from parents were very positive. These comments included suggestions to improve the workshop as well as volunteering to be a presenter at the next workshop. In the same way, teachers made suggestions.

Conclusion

The *WISM* Workshop had a very positive impact on all those who took part, including the presenters. In the long run, girls need other positive experiences to ensure they keep up whatever interests were

developed through the workshop. In this regard, the information provided to parents and the raised awareness level of teachers in the school will be critical. The research indicates that grades 6-8 inclusive are pivotal in determining girls future participation and further achievement in these areas. Hopefully, the timing of the WISM Workshop was right to help girls maintain their interest and achievement.

While the project was geared primarily to the girls at the school, there were several other impacts that contributed to a general raising of the profile of technology in the larger community. News stories appeared in two papers discussing and praising the project. Our schools were made aware of the project through a general mailing that explained the project in an attempt to find other schools to be a control group. Most recently, the Department of Education news magazine included a description of the *WISM* in an article about enrichment.

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Titre :

"MOI, JE GRANDIS!"

Introduction

Mon projet, qui est le résultat d'une démarche personnelle et pédagogique de plus de vingt-trois ans, visait donc à créer et à rendre accessible une série d'outils pédagogiques liés au deux guides de base du ministère de l'Éducation du Québec : Programme d'éducation au préscolaire et Éveil aux langages artistiques à la maternelle. Ces outils pédagogiques servent d'appui aux programmes par des moyens concrets et attrayants tirés du vécu quotidien de l'enfant.

Title:

"I AM GROWING UP!"

Introduction

The purpose of my project, which is the result of personal and professional growth spanning more than twenty-three years, was to create and make available a set of teaching materials related to the two basic handbooks of the Department of Education of Quebec: Pre-school Education and Arts in the Pre-school. These teaching aids are tools to carry out the programs in a concrete and appealing manner, through examples from the children's lives.

Caractéristiques des élèves

Les élèves visés par le projet, âgés de quatre à sept ans, fréquentent les classes ordinaires francophones de la maternelle et de la première année.

L'expérimentation s'est faite principalement dans ma classe, avec des élèves de maternelle, pendant six ans. En dehors de mon milieu immédiat, beaucoup d'autres élèves du même palier ont été touchés par

ces outils pédagogiques. On m'a en effet demandé d'animer des ateliers de formation concernant le projet "*Moi, je grandis!*" pour des collègues dans plusieurs commissions scolaires du Québec et pour des étudiants et étudiantes en éducation à l'Université de Sherbrooke.

Objectifs

Le principal objectif était de mettre au point des outils concrets dont les enfants pourraient se servir pour devenir plus autonomes. Le projet a également pour but de favoriser l'épanouissement personnel en ce qui concerne les trois grands objectifs du programme : 1) apprendre à se connaître; (2) apprendre à interagir avec les autres; et (3) apprendre à interagir avec l'environnement.

Voici plus précisément les objectifs visés par chacun des éléments de la trousse pédagogique.

1. Le montage audio-visuel "*Moi, je grandis!*" illustre la teneur et les objectifs du programme d'éducation préscolaire à partir de photos d'enfants en action qui montrent la formule d'atelier préconisée comme approche pédagogique, souple et efficace.

2. "L'arbre de croissance" sert à faire percevoir aux enfants de façon très concrète, par la manipulation, les objectifs du programme.

3. La vidéocassette et le livre "La magie des lutins" permettent de partager avec les enfants une expérience vécue qui concrétise l'application des différents langages artistiques en fonction d'un thème donné. Ils facilitent en outre la mise en oeuvre du guide Éveil aux langages artistiques à la maternelle.

Description

J'ai dressé dans la classe un arbre symbolique de huit pieds, "l'Arbre de Croissance", qui est relié à une maisonnette où peuvent monter les enfants. Ils apposent sur l'arbre des coussinets en tissu sur lesquels ont été collées des illustrations pour montrer leur développement, un peu à la façon d'un casse-tête. Un diaporama intitulé "*Moi... je grandis!*" d'une durée de 25 minutes a été produit à l'aide de plus de 200 photos prises en classe. Celles-ci illustrent une quinzaine d'ateliers-types. Une vidéocassette intitulée "La magie des lutins", d'une durée de 25 minutes, a été tournée en classe pendant une période de deux semaines; elle sert d'outil déclencheur pour les enfants et le personnel enseignant lors de l'exploration d'un thème. Un guide

accompagne la vidéocassette et expose diverses possibilités d'exploration des quatre langages artistiques (plastique, musical, dramatique et corporel). Un bulletin-maison que l'enfant remplit lui-même pour évaluer son développement vient compléter la trousse pédagogique. Le bulletin-maison permet aux parents de suivre les progrès de leur enfant en ce qui concerne les trois objectifs du programme.

Effets sur les élèves

Les élèves réagissent de façon très positive. Je remarque qu'ils sont encore plus motivés à venir à l'école parce qu'ils se sentent autonomes et importants. Ils se montrent très réceptifs à l'aspect ludique des outils pédagogiques. Grâce au petit singe en peluche nommé Pinotte qui est propriétaire de l'arbre de croissance et de la maisonnette, je peux rejoindre les enfants dans leur besoin de fantaisie et de sécurité (à travers la symbolique famille-maison). Les enfants sont amenés, par diverses mises en situation, à parler de leur maison, de leur famille, de leurs peurs, de leurs joies, de leurs animaux, etc. Les enfants apprennent à s'évaluer, à prendre davantage conscience d'eux-mêmes et de leurs interactions avec les autres et avec leur environnement, à participer activement à leur développement et à poursuivre en première année la démarche amorcée en maternelle.

Conclusion

Grâce à ces outils pédagogiques, les enfants deviennent plus conscients et plus autonomes; ils peuvent saisir les termes exacts des objectifs visés par le programme grâce à une vulgarisation simplifiée et symbolisée qui se rapproche de leur vécu et correspond à leurs besoins. Les instruments interactifs créés stimulent les enfants à devenir les artisans de leur propre développement.

Outre les enfants, les parents sont appelés à participer au moyen des bulletins-maisons. De plus, l'intérêt manifesté par les collègues et les étudiants et étudiantes en éducation, ainsi que la vaste diffusion des outils pédagogiques (soit par les ateliers que j'ai animés ou la vente du livre et de la vidéocassette) témoignent éloquemment de la validité et de la pertinence du projet!

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Title:

AWARENESS II, A QUEST FOR WORLD PEACE

Introduction

Awareness II may be seen as an educational and creative experiment to encourage high school students to pick up the pen to write about themselves, their humanity, their environment and their wider environments of the world and universe. *Awareness II* perceives writing as a near total process of self-exploration, putting special emphasizes on the fundamental significance of writing as individual expression in what has been aptly called the electric age of dying individualism and chronic conformity. *Awareness II* then suggests the necessity of poetry and poetic expression (whatever you may conceive it to be) in our modern age as a significant monitor and reading of the human spirit.

Titre :

PRISE DE CONSCIENCE II - POUR LA PAIX MONDIALE

Introduction

Ce projet peut être considéré comme une expérience éducative et créative destinée à encourager les élèves de l'école secondaire à écrire au sujet d'eux-mêmes, de leur humanité, de leur milieu ambiant et de leur environnement plus vaste, soit le monde et l'univers. La rédaction est perçue comme un processus presque global d'exploration de soi, qui met l'accent sur l'importance fondamentale de la rédaction comme expression individuelle en cette époque que l'on a habilement qualifiée d'âge électrique d'individualisme mourant et de conformité chronique. Il démontre la nécessité de la poésie et de l'expression poétique (selon la conception de chacun) de notre ère moderne comme moyen important d'observer et de comprendre l'esprit humain.

Characteristics of Students

The students involved in this project are from grades 9 to 12, ranging in age from 14 to 20 years. The students ranged from slow learners to university entrance.

Most of the R.B. Russell students emanate from a low socio-economic and/or welfare background. R.B. Russell has a large Indian-Métis population coming from all parts of Manitoba where unemployment, alcohol and drug abuse and human despair can be rampant. Many students come from broken home backgrounds, single parent or ward of province group home backgrounds. A considerable segment of the student population is street-wise, are or have been involved in crime and have extensive to moderate juvenile delinquent histories.

Objectives

The objectives are to:

1. foster creativity in this generation of junior and senior high school students through the medium of creative writing, especially poetry, with the object of giving the students a life-long medium for self-expression which can be used for catharsis, celebration, and personal peace;

2. enable the young people of the inner city to deal with and validate their own life experiences through artistic expression, in this case creative writing;

3. encourage students to improve their writing skills and literate capabilities;

4. involve other interested R.B. Russell English teachers in teaching creative writing classes, in order to have their students experience the joys of creative writing;

5. outline in detail various innovative teaching methods for creative writing in order that *Awareness II* can be used as a reference book (as it has) to serve as a guide for other English teachers;

6. motivate reluctant readers by having prominent Manitobans write missives to *Awareness II* explaining the important part literature played in their development;

7. establish connecting bridges from R.B. Russell Vocational High School to postsecondary learning institutions such as Red River Community College and the University of Manitoba and the University of Winnipeg by having administrators and teachers from these higher learning institutions write missives to *Awareness II*;

8. develop the connection between literature and peace by having Manitoba writers, and professors of English and Religious Studies articulate their understanding of this. Such a purpose is especially apropos in this the International Year of Peace;

9. create the comradeship and fellowship of a literary community at this inner city school which may extend into the surrounding community.

Description

The steps in the overall process of preparing *Awareness II* consist of:

1. stimulating and collecting students' writing (ongoing);
2. obtaining approval from principal for project;
3. developing cost estimates;
4. seeking funding (in this case, Winnipeg School Division Number 1 -- Children's Heritage Fund, and Program Development Fund);
5. arranging coordinating meetings (ongoing);
6. establishing overall theme;
7. developing typing arrangements (students, secretaries, and/or paid outside help);
8. arranging for book design and illustration (involved students and teachers in the art departments);
9. arranging for printing with Graphic Arts teacher - printing, binding, collating;
10. attending to distribution;
11. contacting media.

The above steps in the book production process all hinged on the creative work of the students.

The heart of the project was found in the day-to-day work in the classroom:

Meditation: A very effective point of origin in my experience. Students are asked to repeat a word (or mantra) for approximately fifteen minutes

while sitting quietly with elbows on desk, eyes and ears closed. The introduction includes the idea that when meditating the student writer should employ his/her "mind's eye" - the power of his/her image-gathering, picture-forming imagination - to travel through whatever places or ideas it suggests. For example, early in the year we may use "universe" -- (in English, "uni" and "verse", "one verse" -- includes all of creation). Others used have been "prairie", "apple", "fear", "God", "sea", "death", etc.

Each student is brought gently and individually out of meditation. Their name is used, followed by a question, for example, if "universe" is the mantra, the question might be "How long have you been an earthling?" The student often chuckles, and gives his or her age. The suggestion is made, "You've been travelling through the human odyssey from birth to 14 years. You must have a great deal to say about it - perhaps more than you realize ... take your pen, journey into your feelings - mind, heart, soul - express yourself poetically. You don't need to rhyme. Work with about four to six words per line."

With this sort of stimulation and permission, amazing creativity is released.

Line-by-line interview: If a student is stuck, for example, on a "Being a Teenager" poem, I might pose questions such as: "How does it feel to be a teenager in the 1980's?", "What's so hard about it?", "What's positive about it?" It is crucial that the creative writing teacher, encourages the student to write down immediately his/her verbal response to an interview question before the actual student wording is lost. And the emphasis is on feelings -- how does the student **feel** about being a teenager. I then suggest ways the student can break down the answers into free verse.

Suggestions for themes

Other heuristic devices: Humour, slapstick, comedy, music and even mask-making have been used to inspire student creativity.

Impact on Students

Awareness II is the fourth in a series of gradually evolving student anthologies which are aimed at stimulating creative writing in the schools.

It has been particularly gratifying to see the effect of this project on the R.B. Russell student population.

Opening communication by ventilating feelings about the problems and joys of their lives seems to have had a very positive effect.

Experiencing success at writing has, for some students, opened the door to the possibility of higher education.

Self-esteem appears to be enhanced when the students are able to see their work valued and when they conduct themselves well (as they have) in interviews for the media.

Conclusion

A particularly innovative aspect of this project is the way in which it has created bridges between student, school, and community; between the microcosm of the creative student to the missives of the community at large and into the macrocosm of the global village, in an attempt to create within the students of R.B. Russell and others, an awareness of the quest for world peace.

The overall enthusiasm for the project was overwhelming. Over the period of two years, students wrote literally thousands of poems as well as hundreds of short stories and some journals. Approximately 1,000 works are included in the anthology. Students wrote a great deal, and generally enjoyed it very much.

This new emphasis on teaching students to express themselves creatively in writing has, in my opinion, balanced the former one-sided approach in which English classes meant mainly reading the works of other people. It is important for people in all walks of life to find self-expression in a world of rapid technological change, inhumanity, catastrophe and heart-rending tragedy.

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Title:

A SEATBELT SAFETY AND PUBLIC AWARENESS PROGRAM

Introduction

The completion of this project represents the culmination of five years of work involving a large number of individuals and agencies who shared the common objective of promoting Seatbelt Safety amongst the students in our school, and creating an awareness within our community, of the advantages of "Buckling Up".

What started out as a simple classroom activity soon blossomed into a total "Community Effort" in the true sense of the word. There is no doubt in my mind that the success of this program was due largely to the sense of "Ownership" which was felt by everyone who participated in it.

Titre :

PROGRAMME DE SENSIBILISATION À L'IMPORTANCE DE LA CEINTURE DE SÉCURITÉ

Introduction

Ce projet constitue l'aboutissement de cinq années de travail effectué par un grand nombre d'individus et d'organismes ayant pour objectif commun de promouvoir le port de la ceinture de sécurité parmi les élèves dans nos écoles et de sensibiliser notre communauté aux avantages de "boucler la ceinture".

De fait, ce qui devait être une simple activité pour la salle de classe a vite pris les dimensions d'un véritable "effort communautaire". Il ne fait nul doute à mon avis que la réussite du projet tient en grande partie au sens de "propriété" ressentie par toutes les personnes qui y ont participé.

The efforts of the students, teachers, and community were rewarded when the R.C.M.P. surveys revealed that 93 per cent of the motorists surveyed during roadside checks were wearing their seatbelts. This was the highest percentage of seatbelt use recorded throughout the province during the Buckle up Campaign.

Les élèves, les membres du personnel enseignant et la communauté ont eu leur récompense lorsque les contrôles effectués par la GRC ont révélé que 93 pour cent des automobilistes arrêtés portaient leur ceinture de sécurité. C'était le pourcentage le plus élevé jamais signalé dans la province entière.

Characteristics of Students

The initial impetus for the program was provided by my class of grades 5 and 6 students. However, as the momentum and exposure increased, their enthusiasm spread throughout the school and we received the support and participation of the staff and students from all grades including Kindergarten through to grade 7.

Consequently, although the ages, interests, social and emotional developments of the children differed considerably, they were united in their support for the program objectives.

Objectives

The primary objective of the program was the promotion of Seatbelt Safety among the students of our school and creating a public awareness amongst the citizens of our community of the advantages of "Buckling Up".

However, as the program expanded, we were able to focus on an additional objective which provided increased educational benefits for all the student participants, namely: the active involvement of teaching staff at all grade levels to assist with the integration of seatbelt safety into regular classroom activities.

Many of the subsequent student activities which were designed by teachers, provided a clear illustration of how creative and innovative teaching techniques can be used to successfully integrate a program of this nature into existing school curriculum.

Description

Throughout this program, my students enlisted the assistance of the Trail R.C.M.P., Channel 10 Community Television Service, the Trail Radio Station, the Insurance Corporation of British Columbia, and all the other schools in our district, in a very successful Seatbelt Safety campaign.

The students became involved in a wide variety of activities which were implemented at various stages throughout the campaign to emphasize the importance of Seatbelt Safety.

These activities included:

1. participation in the making of the Video Presentation which was one of the highlights of the program from the students' perspective. This necessitated extensive learning related to:

   a) techniques related to preparing for, and conducting interviews;

   b) public speaking and presentation;

   c) collating, summarizing and graphically representing information obtained from surveys and interviews;

   d) tolerance in dealing with some members of the public who were reluctant to cooperate;

2. preparation of a pamphlet which was designed to communicate information and statistics relating to Seatbelt Safety which the students felt should be conveyed to the general public.

   The time spent preparing this pamphlet proved to be very worthwhile because of its subsequent versatility. The students distributed it to:

   a) spectators during the Trail Silver City Days Parade;

   b) motorists at police roadside seatbelt checks;

   c) the general public during our district-wide flyer distribution;

3. participation in the Trail Silver City Days Parade which was one of the focal points of the Seatbelt Safety Campaign, and which required extensive planning and preparation in terms of:

   a) making a banner, and placards for all participants;

   b) rehearsals, delegation of specific responsibilities, and impressing upon the students the importance of a "team approach" in an event such as this;

4. accompanying the Trail R.C.M.P. while they conducted roadside seatbelt checks. On these occasions the students would tabulate the drivers' responses to their questions relating to the use of seatbelts, and they would also present a

"Certificate of Merit" to those motorists who were wearing their seatbelts when stopped. The cooperative efforts of police and students presented a very positive image to the public;

5. writing articles for the Trail Daily Times reporting the progress of the campaign;

6. meeting with officials from the Motor Vehicle Branch in Trail to discuss the possibility of issuing one of their pamphlets to everyone who applies for a driver's licence in an effort to make them more seatbelt conscious.

As the program gained momentum, all of the teachers and students in our school followed the example set by the grades 5 and 6 students. Teachers at all grade levels employed a variety of innovative and creative teaching techniques to successfully integrate the concept of seatbelt safety into the school curriculum, and students responded by writing songs, stories and poems; designing posters, decals and bumper stickers, and making stuffed toys to promote the concept of seatbelt safety.

Impact on Students

The impact on the students far exceeded my original expectations. Apart from the benefit of learning academic skills such as public speaking, interviewing, and collating information obtained from surveys, the students learned a great deal about organization, communication, and the importance of responsibility and cooperation, in a venture such as this.

The positive statements of support and acknowledgement which the students received throughout the program, from the various community agencies with which they worked, was one of the most gratifying aspects of the whole undertaking. It served as positive reinforcement to the students and impressed upon them the fact that they were actively involved in a very worthwhile and meaningful project.

Conclusion

Perhaps the most valuable lesson which was learned by the students, is that success in any venture requires effort and commitment. The importance of teamwork was emphasized throughout the project, and the students were aware of the extent to which their individual efforts would be reflected in the performance of the group as a whole. This was further illustrated by the manner in which our whole school became united in their support for this project.

I was particularly pleased with the public reaction to the program. Parental and community support has clearly indicated that the public is, indeed, interested in education, and is willing to play an active supporting role if the opportunity is provided.

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Title:

PARRY SOUND CENTENNIAL TIME CAPSULE PROJECT

Introduction

A one hundred year wait begins for the future residents of Parry Sound. On April 23, 2087 the Parry Sound Centennial Time Capsule will be opened. Two thousand two hundred kilograms of items and written information prepared in 1987 are contained in 229 individually prepared modules. Those who contributed a module have their names engraved on the outside of the monument. The modules are sealed in a vault and lie beneath the Parry Sound Centennial Time Capsule Monument on Tower Hill in Parry Sound.

Time capsules in various forms have been around for a long time. Perhaps the most well-known time capsules are the pyramids in Egypt. The important belongings

Titre :

CAPSULE MÉMORIALE : PROJET DU CENTENAIRE DE PARRY SOUND

Introduction

Les futurs résidents et résidentes de Parry Sound devront attendre 100 ans. Le 23 avril 2087, la capsule mémoriale du centenaire de Parry Sound sera ouverte. Deux mille deux cents kilogrammes d'objets et de documents réunis en 1987 sont contenus dans 229 modules préparés individuellement. Les noms des personnes qui ont offert un module sont gravés sur le monument. Les modules ont été placés dans un coffret enfoui sous le Monument de la capsule mémoriale du centenaire de Parry Sound sur Tower Hill.

Les capsules mémoriales existent depuis des millénaires. Les mieux connues sont sans doute les pyramides en Égypte. Les possessions importantes du roi

of the king were entombed with him upon his death. The contents tell a story which is left to the interpretation and imagination of people today, hence the intrigue and historical value of time capsules.

étaient déposées dans sa tombe avec la dépouille mortelle. Le contenu raconte une histoire laissée à l'interprétation et à l'imagination des peuples d'aujourd'hui, d'où l'intrigue et la valeur historique des capsules mémoriales.

Characteristics of Students

The project was organized by the students and staff at William Beatty School, Parry Sound to celebrate Parry Sound's Centennial. The school has an enrolment of approximately six hundred students from Kindergarten to grade 8. It has twenty-two classrooms, including special education classes, and an enrichment class. All students in one way or another were involved with this centennial project.

Objectives

The main objectives of the project were to:

1. celebrate Parry Sound's Centennial through the sale of time capsule modules to families, schools, businesses, service clubs, churches, sports organizations, indeed all segments of our community. The modules were made from galvanized sheet metal 30 cm x 15 cm x 7.5 cm. The modules cost $100 each. Purchasers were asked to fill their time capsule module with items and information they felt represented their life in Parry Sound in 1987. The modules were then collected and encapsulated in a 3/8" anodized aluminum vault which is to be opened on April 23, 2087, Parry Sound's Bicentennial Birthday;

2. allow the students and staff at William Beatty School a unique opportunity to take a significant leadership role in preserving our community's history, culture, heritage and way of life for a future generation to ponder, reflect upon, appreciate and enjoy. The exercise in deciding what should be preserved created an intriguing atmosphere for everyone;

3. use the profits from the sale of modules to assist with the building of an educational learning centre at the proposed West Parry Sound District Museum, and enhance the community recreational playground at William Beatty School.

Description

At the December 8, 1986 staff meeting, I challenged my colleagues' imagination by offering the following scenario, "Just imagine the centennial celebrations we would be having next year if the Parry Sound community in 1887 prepared a time capsule with hundreds of individual time modules representing all aspects of their life and we were to open their time capsule". I went on to remind them that we were now in a position to celebrate our centennial by leaving a tremendous legacy for Parry Sound's Bicentennial. I suggested that we sell the time capsule modules for $100 each, and by involving the students with the entire community, selling five hundred to one thousand modules could be possible. The possibility of raising money for our playground and assistance in building an educational learning centre at the proposed West Parry Sound District Museum was an added bonus to the project. I suggested that a centennial time capsule monument be built and the names of the purchasers be engraved on the outside of it.

The staff immediately recognized the value of involving the students in this historical project and unanimously endorsed it.

A similar presentation was made to student representatives from the William Beatty Student Council and the William Beatty School Parents' Advisory Committee. Support was once again received.

Each class at William Beatty School that wished to participate in the project had to purchase its own module. Fund raising through flea markets, bake sales, donation jars, Kentucky Fried Chicken sales, candle sales, pop sales, bottle drives, raffles, and preparing staff lunches allowed seventeen of the twenty-two classes to purchase a module. The Kindergarten classes, grade 1 classes and a grade 2 class were not able to raise funds so they were invited to put information in the school module. Every class in the school was involved! A tremendous outcome resulted from the grade 4 fund raising project. These students raised an additional $1,000 and donated ten modules to community organizations they felt should be represented in the project. These organizations included, Block Parents, Salvation Army, Children's Aid Society, Association for Community Living, Parry Sound Recreation Department, The Nursery School, Land Registry Office, Belvedere Heights Home for the Aged, Family Resource Centre and the inmates at the Parry Sound Jail. This is a marvellous gesture, and when you think of the stories these organizations could tell, it makes you want to open the modules now! It was stressed to each of these organizations to be as candid as possible and tell "stories" about their

lives which otherwise might not be told. I wonder about the long-term impact on these grade 4 students knowing they promoted a truer cross section of our community in the overall scope of the project.

For most of the students, preparing the classroom time capsule module was a highlight. The contents of each module was only limited by the creativity and imagination of the students.

Media interest in the project stretched from Sudbury to Toronto. Twenty-seven students from grades 3 to 8 were given oppportunities to appear on television, radio, and in the newspaper to talk about their involvement in this historic project. Students were rotated for these experiences. In this way as many different students as possible were involved.

These interviews and presentation experiences provided a very practical and enjoyable opportunity for the students. They never failed to impress me with their poise, confidence and knowledge. This is another example of students rising to the challenge when they are given the responsibility for their actions.

Over four thousand people participated in the project by putting something in a module. A complete community cross section was represented. Meticulous precautions were taken to ensure the safe preservation of the material. On October 23, 1987 the vault containing 229 time capsule modules and 29 16 mm films, was buried, insulated and sealed in an acid free air-tight noncorrosive container. The one hundred year wait then began!

Impact on Students

History became a significant part of students' lives. They were directly involved with their own learning and developed a greater sensitivity and appreciation for the process involved with preserving their heritage, culture and way of life. The challenge of what to include in their classroom or family module required much reflective thought. The long-term impact on the students will be realized when they return with their families to stand before the monument and say, "I am a part of that".

Conclusion

The Parry Sound Centennial Time Capsule Project serves as a model to other schools and community organizations to become actively involved in their own time capsule. It is an enjoyable challenging way

to link the past with the present for the future. The magnitude of the project can vary from a single family module celebrating a birthday, wedding or anniversary to a community celebrating a centennial or bicentennial. The possibilities are limited only by the creativity and imagination of those involved.

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Title:

JOURNALISTIC DYNASTY: JOURNALISM AND DESKTOP PUBLISHING IN THE JUNIOR HIGH SCHOOL CLASSROOM

Titre :

DYNASTIE JOURNALISTIQUE : LE JOURNALISME ET L'ÉDITIQUE AU CYCLE INFÉRIEUR DE L'ÉCOLE SECONDAIRE

Introduction

Journalistic Dynasty: Journalism and Desktop Publishing in the Junior High School Classroom is a unit that introduces students to word processing, desktop publishing, journalism and the competitive world of marketing. The class is divided into two rival newspapers owned by two wealthy and powerful Canadian families, the Thomsons and the Irvings. An editor is selected by each family and remaining members compose a business letter to the editor requesting a specific position on the newsroom staff. It is the editor's responsibility to create the newsroom -- fill all positions, learn how to use all software and conduct a database market study to determine what kind of newspaper

Introduction

Ce projet initie les élèves au traitement de texte, à l'éditique, au journalisme et au monde compétitif de la commercialisation. La classe est divisée en deux groupes travaillant pour deux journaux rivaux, appartenant à de riches et puissantes familles canadiennes : Thompson et Irving. Chaque famille désigne un rédacteur ou une rédactrice en chef et les autres membres composent une lettre d'affaires à la personne désignée, postulant un emploi au sein du personnel du journal. Le rédacteur ou la rédactrice en chef doit mettre sur pied la salle de rédaction -- pourvoir à tous les postes, apprendre à utiliser tout le logiciel et effectuer une étude de marché à l'aide d'une base de

is to be published. The editor works with a given budget and after several editions can eventually buy out competitors and increase the size of the newsroom making what was once a small newspaper among many a dynasty of one.

données, pour déterminer le genre de journal qu'il faudra publier. À partir d'un budget donné et après la publication de plusieurs numéros, il est possible d'acquérir le contrôle des journaux des compétiteurs et d'agrandir la salle de rédaction, transformant ce qui était une fois un petit journal parmi tant d'autres en une dynastie sans rival.

Characteristics of Students

Students participating in *Journalistic Dynasty: Journalism and Desktop Publishing in the Junior High School Classroom* were from three grade 9 classes at Nashwaaksis Junior High School. Generally, they were average students in Language Arts who became highly enthused at the thought of working with computers and extremely motivated at the prospect of structuring their own publications.

Objectives

The long-term objectives of this unit were to:

1. provide an opportunity for students to familiarize themselves with the personal computer;
2. introduce students to the benefits of word processing software;
3. give students practice in a variety of writing assignments;
4. allow students the experience of responsibility and self-supervision;
5. give students a forum whereby they must work together to achieve a common goal;
6. successfully publish a student newspaper;
7. widen the perspective of the student in the area of printed mass media;
8. give the student a clearer understanding of the newspaper as the "scribe" of modern day history;

9. allow students control in the area of decision-making;

10. give the student practice in discussion, reasoning and decision-making.

Description

My purpose in implementing the unit was to illustrate to my students the computer's value and effectiveness in Language Arts. I hoped to introduce my students to the wonders of word processing, the magic of desktop publishing and the endless applications of computer software packages. The purpose of my unit is not to teach the computer as an isolated novelty, but as a tool that can open doors to a student who feels intimidated by a writing process that continually eludes them. The experience gained in this unit should open students' eyes to the editing and revision potential of word processing and encourage them to pursue higher levels of writing. The creativity and imagination behind such desktop publishing software packages as NewsMaster would act as an additional incentive to write!

My method is a combination of teacher instructed material and group work. The nature of the unit is a newsroom and students must create every position from editor to copy desk. It is intended that students learn as much through practice as they would through group instruction. It is an opportunity for students to work together to achieve a common goal.

The unit plan requires the teacher to risk the structure of classroom organization. The editor's office areas must be established, bulletin boards must be created with paste-up copies of current pages. For several weeks the classroom must become a newsroom and the teacher only an advisory board. For teachers to censor students or to inflict personal opinion upon the nature of the newspaper would soon stifle the potential for the creative union between the written word and a brilliant idea! The goal of each group is the publication of a newspaper.

The four weeks of this unit became four of the most professionally rewarding weeks of my educational career. Our classroom closed down for a little while and a newsroom opened! To pinpoint what was learned might be too abstract but probably the most satisfying single factor in my mind was a renewed enthusiasm for the process of composition – the freshness of a new frontier and the challenge of a new age. The students were assimilating dozens of grammatical, structural and stylistical points of composition without realizing it. Learning was happening everywhere and not just during class. For four

weeks Language Arts extended to noon hour, after school and Saturday morning. It was overwhelming and rewarding beyond my wildest dreams.

Impact on Students

From the moment that we began work on this unit plan there was a noted change in my students. They appreciated the freedoms the program bestowed upon them without ever abusing them. They literally thirsted to know more and to apply more precisely every newly learned editing trick in the book! They became excited at the prospect of writing and took revision seriously. They developed a pride and satisfaction in their work that I found completely overwhelming.

Evaluation

Evaluation must be placed quite heavily upon the overall quality of the project itself. In my classes, 60 per cent of the students' marks rested upon the quality and success of the student newspaper. The remaining 40 per cent of the mark was made up dependent upon the position of responsibility held by the student. The editors, for example, earned 20 per cent of their mark based upon their databased market study. The remaining members of the newsroom earned 5 per cent of their marks on their report of a world famous newspaper (printed with a word processing program) and an additional 15 per cent for a report on the day of their birth. All students received 20 per cent of their total mark on an article submitted for individual evaluation. There was no test.

Conclusion

The success of this unit Plan is dependent upon the enthusiasm generated by both student and teacher. The assigned task is a challenging one, yet within the grasp of the junior high school student who often craves challenge and innovation. *Journalistic Dynasty: Journalism and Desktop Publishing in the Junior High School Classroom* extends an invitation for all students to experiment and learn about new approaches to composition and the influence of technology in our printed world.

Even though the focus of the unit is on the publication of student newspapers, the emphasis, as it always should be, is on writing. This unit provides students with an excuse to write and to think in different manners. The computer assists the program in a variety of ways from its unique editing features to its mere presence in the classroom -- acting not only as the ultimate "Teacher's Aid" but as a motivational tool that is not merely functional but inspirational as well!

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89-27

William Thorpe

Title:

OMBUDSMAN UNIT

Introduction

The purpose of the *Ombudsman Unit* is to advance the students' knowledge and understanding of the Ombudsman in modern Canadian society. This unit complements the study of the legislative, judicial and executive branches of government by providing a study which involves interaction between all three of these branches. In so doing, the student will be made aware of the process of governing -- the process approach, as opposed to the legal-institutional approach.

Titre :

PROTECTION DES CITOYENS ET DES CITOYENNES

Introduction

Cette unité a pour but d'approfondir les connaissances et la compréhension des élèves au sujet du rôle de protection des citoyens et des citoyennes dans la société canadienne moderne. Il complète l'étude des composants législatif, judiciaire et exécutif du gouvernement en démontrant l'interaction entre eux. Ainsi, les élèves prennent conscience de la façon dont on procède pour gouverner, sous une perspective pratique plutôt que judiciaire-institutionnelle.

Characteristics of Students

The students at Fredericton High School probably represented a Political Science 120 class typical of most academic grade 12's in New Brunswick. The class was composed of thirty-two students with ability and academic achievement ranging from below average to exceptionally gifted. The average age of the students was 17 years.

Objectives

As stated in the Introduction, the purpose of the *Ombudsman Unit* is to advance the students' knowledge and understanding of the role of the Ombudsman in modern Canadian society.

Description

The *Ombudsman Unit* is designed as a five- to seven-period teaching unit, combining the following:

1. a VCR introduction in Beta format;
2. role-playing simulations involving confrontation and adjudication;
3. teacher exposition of related materials; and
4. decision-making based on the use of facsimile documents.

The course was tested over a six-day period at Fredericton High School in March of 1988. The material was introduced by the VCR presentation and the reactions of the students discussed in class. This was followed by a two-day role-playing simulation session based on three cases. The students acted out the various roles of the people in confrontation -- aggrieved citizens, public officials and their advisors -- and the personnel of the Ombudsman's Office. As a next step in presentation, the teacher presented various materials on the Ombudsman's freedom of information role and discussed them with the students. This was followed by the students' arriving at "Ombudsman" decisions regarding the release of various types of public documents. This latter exercise was individual, in contrast with the group-oriented role-playing simulation exercises. Following a detailed examination of the New Brunswick Ombudsman's statutory authority and certain other specialized activities of the Office (e.g., municipal ombudsman, ombudsman for institutionalized citizens), the students were tested on their knowledge of various details related to the Office and its functions.

Impact on Students

This was definitely a participatory exercise with the students playing the leading roles in the simulation exercises. At the beginning of the exercise, the students expressed nearly complete ignorance about the nature of the Office and its functions. By the many questions which I had to field with regard to the unit, I would say that their interest was

piqued. It gave them much insight as to how this added facet to government actually worked and could be used to foster and implement the democratic process, and cut through bureaucratic red tape.

Conclusion

This unit was an interesting and useful supplement to the study of government and laws and how they actually work to either subvert or increase the rights of citizens. The students were exposed to concepts such as the rights of the citizen, of which otherwise they would have had little concept. Much information was imparted, such as the "Right to Information Act". In addition, the links of the Office with formal government were clarified (e.g., the Ombudsman and the Legislature) as well as the relationship with the formal court structure and its servants -- the police and public officials. In a wider context the students gained a greater appreciation of the Canadian Charter of Rights and Freedoms. This unit is transportable to any province of Canada with emphasis on the peculiarities of the importing province as far as the Office of the Ombudsman is concerned. In the 1988-89 academic year the unit was piloted with success in two Moncton, New Brunswick High Schools.

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89-28

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David Walters

Title:

"SCIENCE FUN" TELEVISION SHOW IN THE CLASSROOM

Introduction

When our Science class learned that QCTV, our local cable television company was looking for fall programming ideas, we volunteered to help create a weekly science show for public broadcast right in our own classroom. We made a series of Science shows by doing experiments in our science lab and also by making field trips to various locations of scientific interest on our community.

Teaching a Science lesson in a typical classroom, knowing that it will be broadcast to 75,000 television viewers adds some new dimensions to the process. The students showed a keenness for the lessons, knowing that their

Titre :

LES SCIENCES AMUSENT : ÉMISSION DE TÉLÉVISION DANS LA SALLE DE CLASSE

Introduction

Lorsque notre classe de sciences a appris que la chaîne de télévision locale, QCTV, était à la recherche d'idées pour la programmation d'automne, nous nous sommes offerts pour aider à créer une émission hebdomadaire sur les sciences destinée à diffusion publique et qui serait tournée dans notre propre salle de classe. Nous avons préparé une série d'émissions en effectuant des expériences dans notre laboratoire et en faisant des excursions à divers points d'intérêt scientifique dans notre communauté.

Le fait d'enseigner une leçon dans une salle de classe ordinaire, tout en sachant qu'elle sera entendue de 75 000 personnes, apporte des dimensions toutes nouvelles. Les élèves s'appliquaient davantage, conscients du

study would be aired to the public. With this in mind, they conducted the experiments with much more seriousness, even though the nature of the experimentation was fun.

fait que leur travail serait présenté au grand public. Pour cette raison, ils exécutaient les expériences de façon beaucoup plus sérieuse, même si elles étaient à caractère divertissant.

Characteristics of Students

Students involved in the project were from two grade 5 classes at the John Wilson Elementary School in Innisfail, Alberta. Their ages were between 10 and 11 years old. In total fifty-eight students participated in the project. These students represented a heterogeneous grouping as to IQ, ability or interest in Science.

Objectives

The objectives of the project were to:

1. raise student interest in Science experimentation;
2. involve students as much as possible in the learning and discovering process;
3. give students the opportunity to share their Science studies with parents, friends and the rest of the community;
4. increase the community's awareness of the fascination of elementary Science;
5. raise the level of interest in Science studies in our school.

Description

Two students were used to introduce each Science show, to welcome the viewers, and to introduce the topic. Several students were involved directly in the experiments or demonstrations for each show. The rest of the students observed and took notes at their desks, as in a typical classroom or lab setting. Then at the end of each lesson two other students made concluding remarks, invited reactions from viewers and closed the show.

A series of fifteen individual half hour shows were produced for broadcast to four Alberta regions of the QCTV network. Many more hours were spent in preparation, taping, rehearsing, and editing of the fifteen Science shows that were finally produced. Topics for the shows

included the following: Potential and Kinetic Energy, Centre of Gravity, Heat and Temperature, Heat Transfer, Heat is Neat, Sound, Properties of Fluids, Surface Tension, Centrifugal and Centripetal Force, The Bernoulli Principle, Forces are Fun, Siphons, Taxidermy, The Fire Station, Pet Food Production. Experiments included the use of balloon rockets, medicine balls, a strangely balanced hammer, burning strings, vapour inflated balloons, fountains of coloured water, eggs boiled in a paper cup, heat spinners and lifters, spoons that sounded like church bells, a cardboard box that roared like a lion, soap bubbles, a water viscosity race, spinning plates on a stick, a balanced penny on a spinning coat hanger, a cup of water on a spinning pizza box, a hovering ping pong ball, the attraction of running water, a baking soda explosion, as well as expert and professional demonstrations at a taxidermist shop, a fire hall, and a pet food processing plant.

As a result of this project, students throughout the school became more interested in the study of elementary Science. Often students from other classes would suggest ideas for future "Science Fun" shows. Video tapes of the shows were used in other classrooms throughout the school as motivation or a starting point for their own Science study. Parents in the community became interested and involved in the various Science topics of study. Overall, the result was that a greater interest in elementary Science experimentation and discovery was generated in our school certainly and likely also at schools in the other three regions of QCTV.

Impact on Students

Students, parents, grandparents, as well as other community members became very interested in our Science study. The students naturally gave much more attention to the experiments knowing that over 75,000 viewers would be observing on television. Review of the Science lessons naturally occurred as students eagerly watched themselves on TV with parents and friends in their own homes. It gave students an excellent avenue to display their Science study and it gave parents and others an eye into the classroom. Even when the shooting season ended, students continued to conduct Science study and experimentation with the same enthusiasm, because they thought of themselves as real scientists of importance.

Conclusion

The overall project proved very successful. The students involved were very proud of the production. The scientific principles were well studied through experiments, rehearsals and review by watching the final product on TV. A great deal of enthusiasm for elementary Science

study was generated throughout our school. Preparations have already been made for more elementary Science programming for the 1988-89 school year. The new grade 5 students are ready and anxious to carry on the tradition of *"Science Fun"* on TV.

PROJECTS OF PREVIOUS FIVE YEARS ON WHICH INFORMATION IS AVAILABLE/
DES RENSEIGNEMENTS PEUVENT ÊTRE OBTENUS SUR LES PROJETS SUIVANTS DES CINQ ANNÉES PRÉCÉDENTES.

Project No./ N° de projet	Title/ Titre
88-1	*"DIG" -- A Simulated Archaelogical Excavation for Social Studies/* Simulation de fouilles archéologiques dans le cadre du cours de sciences sociales
88-2	*Video Movie -- The Great Canadian Quest/* Production vidéo - À la découverte de l'histoire canadienne
88-3	*Handmade Books -- Students Helping Students/* Des livres fabriqués à la main - Élèves au service d'élèves
88-4	*Projet culturel : Francofête/* Cultural Project: Francofête (French Festival)
88-5	*Living Loyalist History Unit and Living Loyalist Museum/* Unité d'histoire vivante des Loyalistes et musée vivant des Loyalistes
88-6	*La micro-électronique au service de l'enfant en difficulté d'adaptation et d'apprentissage/* Micro-computers for Children with Special Needs
88-7	*Vocational Music -- Audio Recording Performance Production Program (A.R.P.P.P.)/* Formation professionnelle à la musique - Programme de production, d'interprétation et d'enregistrement d'oeuvres sonores (A.R.P.P.P.)
88-8	"Money Wise"

Project No./ N° de projet	Title/ Titre
88-9	Table Tasks: A Hands-on Approach to the Readiness Skills
88-10	The Seminar Approach to Learning
88-11	"Trooper" Award
88-12	Vezina Alternative High School
88-13	Integrated Growth; Reaching the Total Student
88-14	"Il faudra leur dire..."
88-15	Journal Parminou
88-16	Journal anglais "LES SEIGNEURIES TIMES"
88-17	The Natural Life of Minegoo
88-18	Batoche-Peace-Paix-Battleford
88-19	Thought Spheres - A Mind Model
88-20	Logo in a Sandbox Environment
88-21	Story Circles: Storytelling through Drama for Urban Native Youth
88-22	Visual Arts: Aesthetics, Criticism, History, Studio, Values, and Visual Arts: Small-Group Cooperative Learning
88-23	Teaching the Skills to Write a Research Essay
88-24	Outline of a Hospital/Homebound Program
88-25	An Education Curriculum for the Trainable Mentally Handicapped: Junior and Senior High School Levels

Project No./ N° de projet	Title/ Titre
86-26	The Math Lab and Lending Lab at Tarentorus Public School
86-27	Fostering Environmental Education
87-1	*Creative Drama with Mentally Handicapped Students*/ Création dramatique avec des élèves handicappés mentaux
87-2	*Design for Success (A Democratic Model Used to Write and Produce a Play)*/ Le succès à coup sûr (un modèle démocratique pour écrire et produire une pièce)
87-3	*La paix ça se construit*/ Peace Can Be Built
87-4	*Development Education in Industrial Education: A "Hands-on" Approach to World Awareness*/ Éducation pour le développement dans un cours d'éducation industrielle : Une approche concrète des problèmes mondiaux
87-5	Classroom in the Sky
87-6	Shakespeare and Elementary School Students
87-7	Helping Parents Read to Their Children
87-8	Enrichment Program -- Mock Trial -- "From Arrest to Detention"
87-9	Marginal Student Program and Support Services
87-10	Forensic Science and Criminology
87-11	Experiencing Poetry

Project No./ N° de projet	Title/ Titre
87-12	Hockey Cards and Computers
87-13	Integration in the Junior High School: A Handbook for Parents
87-14	Programme Mile-End: An Alternative Program for Disaffected Youth
87-15	Evaluation Techniques: A Handbook for Teachers
87-16	Teaching the Scientific Process and Attitude in the High School Physics Lab
87-17	SKW'UNE-WÁS: A Squamish Cultural Immersion Program
87-18	Native Indians and Euro-Canadians: A Cross Cultural Training Program
87-19	Initiation à la démocratie scolaire
87-20	Si tu m'écoutais écrire
87-21	Approche communicative et audio-visuelle pour l'apprentissage de l'anglais langue seconde
87-22	An Effective Reading and Spelling Program for Children with Limited Vision
87-23	Elective Course Sociology 122
86-1-1	Bringing Elementary Music into the 80's
86-1-2	Shakespeare and the Grade Two Student
86-2-3	A Program for Teaching Peace and War in a Nuclear Era

Project No./ N° de projet	Title/ Titre
86-2-4	*A Unit of Work which Allows Junior High Students to Investigate and Record their Heritage and Gain Basic Research Skills/* Une unité de travail qui permet aux élèves du cycle inférieur de l'école secondaire d'étudier et d'enregistrer leur patrimoine et d'acquérir des aptitudes de base en matière de recherche
86-2-5	A Voyage of Discovery and the Holocaust Remembered (An Interview Feature Story-Exhibit Technique to Encourage Intergenerational and/or Intercultural Communication)
86-2-6	Enrichment Programs -- Primary/Junior Levels -- In-class and Small Group Withdrawal
86-2-7	KIDSLINE
86-2-8	Le Canada, d'une matière à l'autre - Matériel didactique interdisciplinaire
86-2-9	Ship Ahoy
86-2-10	The Connecting Step
86-2-11	Une approche ludique totale en déficience mentale
86-3-12	The Writing Room
86-4-13	An Integrated Unit of the Seashore
86-4-14	The Math/Science Resource Room Project
86-4-15	Out for Fungi
86-5-16	Canada: Growth of a Nation - Student Guide
86-5-17	Explorations: A Canadian Social Studies Program for Elementary Schools

Project No./ N° de projet	Title/ Titre
86-5-18	*Mock Trials Relating to the Riel Rebellion of 1885/* Simulation de procès relatifs à la rébellion de 1885
86-5-19	You and the Law
86-6-20	*Robotics Application for Computers: The Friendly Robot Project/* La robotique et les ordinateurs : Le projet du robot amical
86-7-21	From the Locker to the Classroom: Using Advertising to Teach Media Literacy and Language Arts
86-7-22	Macdonald-Cartier Community Television Project: (M.C.T.V.)
86-7-23	*Prévention du suicide en milieu scolaire/* The Prevention of Suicide in the School Environment
86-7-24	The Bargain Periodical Index
85-1-1	Division III Modular Fine Arts Program
85-1-2	Essais musicaux
85-1-3	Integration of the Fine Arts in the New English Language Arts Curriculum
85-1-4	*Reaching Out to the Community in a Dramatic Fashion/* Intervention théâtrale dans la collectivité
85-1-5	M.U.S.I.C. (Motivation Using Successful Innovative Concepts)
85-2-6	Airborne

Project No./ N° de projet	Title/ Titre
85-2-7	*Apprendre en enseignant* Learning by Teaching
85-2-8	Catalyst for Learning
85-2-9	Enseignement de l'éducation sexuelle au centre d'accueil Relais St-François
85-2-10	L'ensemble pédagogique : Création de monnaie et politique monétaire
85-2-11	Émulation quant au comportement, au rendement académique et à la vie quotidienne à l'école Saint-Coeur-de-Marie
85-2-12	Listening and Thinking and Speaking and Writing
85-3-13	An Approach to Discipline in High School
85-3-14	The Teddy Bear's Approach to Writing a Paragraph
85-3-15	The Queen Charlotte Islands Reading Series and Guidebook
85-3-16	Techniques in Research Essay Writing
85-4-17	Elementary Science -- A Time for Renewal
85-4-18	Motivational Techniques in Science
85-4-19	The N.F.B. Canada Map
85-4-20	Life Science Comes "Alive"!
85-5-21	*QUEBEC and CANADA: An Alternative History Course for Non-academic Students/* Le QUÉBEC et le CANADA : un cours d'histoire de rechange pour les élèves en difficulté

Project No./ N° de projet	Title/ Titre
85-6-22	Forestry Career Preparation Program
85-7-23	Ilihaknik Enrichment Program -- 1981-84/ Le programme de renforcement d'Ilihaknik - 1981-1984
85-7-24	Latchkey Program
85-7-25	Skin and Scuba Diving
84-1-1	Video Drama
84-2-2	Une approche psychomotrice dans l'enseignement de la natation aux enfants déficients mentaux moyens âgés de 5 à 21 ans
84-2-3	"Bonjour mes amis"
84-2-4	A Gifted Unit for the Reluctant Learner: The Famous People's Unit
84-2-5	The Interdisciplinary Team Approach to Instruction
84-2-6	Using Folk Music as Medium in Canadian History, A "Voice to the Past"
84-3-7	*From Examiner to Trusted Adult: Sharing Writing in a Climate of Trust* De l'examinateur à l'adulte sur qui on peut compter : Comment établir un climat de confiance grâce à l'échange de correspondance
84-3-8	"Games that Children Play": A Language Arts Theme Approach
84-3-9	Thematic Approach to Teaching Language Arts
84-3-10	An Interdisciplinary Approach to Reading and Social Studies Using the Topics of "Old Age and Dying" and "Ethic Minorities"

Project No./ N° de projet	Title/ Titre
84-4-11	*"ASTREK" (ASTRonomy Explorations in Kindergarten)*/ "ASTRONOMATE" (ASTRONOmie en MATErnelle)
84-4-12	*"BLAST OFF"*/ MISE À FEU
84-4-13	Cockroaches and Things
84-7-14	Crime Buster (Student's Crime Prevention Workbook) Winner of the 1983 Solicitor General of Canada Award for Crime Prevention
84-7-15	Values and Career Exploration Program for Grades Kindergarten - Six
84-7-16	Éducation psychologique et formation en animation et relation d'aide
84-7-17	Individual Education Profile for Elementary Students with Learning and Adaptation Problems
84-7-18	Lord Selkirk School Division No. 11 Junior Parliament
84-7-19	The Learning Enrichment Service (LES): An Integrative Model for Enrichment Programming
84-7-20	*Commis-vendeur - MINI-MAG 84*/ Sales Clerk Course -- MINI-STORE 84
84-7-21	Peer Action
84-7-22	Logiciels français pour PET et COMMODORE 64
84-7-23	Tupper Mini-School/Emma's Infant Care
84-7-24	Wilderness Experience Program
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